

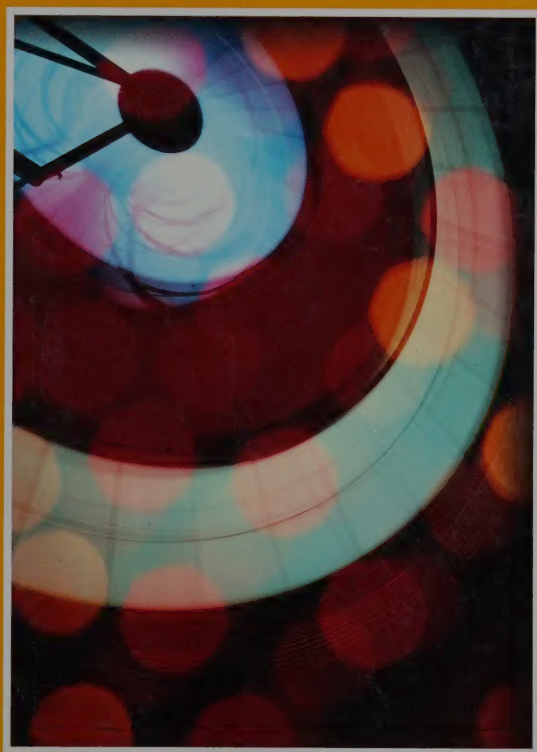
FUTURE

English for Results

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

FEATURES

- 60 reproducibles
- Kinesthetic activities, picture stories, and board games
- Teaching notes
- Multilevel options, extensions, and variations



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INTRO

FUTURE

English for Results

INTRO

MULTILEVEL COMMUNICATIVE ACTIVITIES BOOK

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PEARSON
Longman

Future Intro Multilevel Communicative Activities

English for Results

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Introduction

Welcome to the *Future Intro Multilevel Communicative Activities Book*.

The *Future Intro Multilevel Communicative Activities Book* contains 60 communicative ready-to-use reproducible activities. Each activity corresponds to a lesson in the Student Book and recycles the vocabulary, language structures, and themes of that lesson. The activities are a valuable addition to the class, focusing on fun and communication and helping students internalize the new target language.

Each activity is accompanied by detailed teacher notes that step the teacher through the activity and provide suggestions for adapting the activity to multilevel students in the same classroom. Very little teacher preparation time is needed, and the only additional materials needed are a photocopier and a pair of scissors.

What makes the activities in the book communicative?

All of the activities require students to communicate effectively to accomplish a task. The task may be to share information with a partner to complete a bus schedule or to walk around the classroom to ask their classmates about their weekend plans. The activities are highly structured ensuring that students always know what they need to do and how close they are to accomplishing the task.

What makes the activities multilevel?

Adult Ed ESL classrooms are by nature multilevel. Many factors—including the student's age, educational background, and literacy level—contribute to the student's level. In fact, the same student may be *at level* in one skill, but *pre-level* or *above-level* in

another. The greatest challenge for a teacher of a multilevel class is to keep all the students engaged all the time, drawing on their strengths and supporting them through their weak areas.

The teacher notes include Multilevel Options so teachers can adapt the activities for pre-level and above-level learners. They offer specific ways to provide the pre-level students with additional scaffolding for extra support and to challenge the above-level learners to work more independently and to extend the activity.

How do the activities engage all the students?

The activities in this book engage learners in a number of ways. First, nearly all the activities integrate all four language skills: speaking, listening, reading, and writing. Second, the activities involve different learning modalities. For example, many activities have students move as they learn and will appeal to kinesthetic learners. Many activities require students to interpret graphs, maps, game boards, and pictures and will appeal to visual learners. Third, the activities encourage students of all levels to contribute. The responsibilities for a task are distributed so that everyone must participate and everyone must give feedback. No students are left out. All learners contribute what they can based on their strengths and receive the multilayered scaffolding support to help them in their weaker areas. Because the activities are highly interactive and dynamic, they provide learners with many opportunities to negotiate meaning and check comprehension. This keeps the class humming with energy and purposeful communication.

Overview of Activity Types

Activity	Grouping	Task
Board Game	Small Groups	Students play a board game that reviews unit theme, grammar structures, and vocabulary.
Build a Sentence	Pairs	Students assemble words and phrases into meaningful sentences.
Drawing Game	Pairs	One partner describes a scene as the other partner listens and draws the scene. Then they switch roles.
Find Someone Who	Whole-Class Mixer	Students ask their classmates questions in order to complete a series of sentences.
Give and Take Game	Whole-Class Mixer	Students barter items so everyone in the class can get what they need.
Information Gap	Pairs	Students ask and answer questions in order to find missing information in everyday print formats such as receipts, bus schedules, weather maps, and job applications.
Interview	Pairs	In sustained conversation, students ask each other a series of questions and report their findings to the class.
Matching Game	Whole-Class Mixer	Students ask and answer questions about their cards to find the correct match.
Miming Game	Pairs	Students give clues to words by acting out their meaning.
Picture Match	Whole-Class Mixer	Students ask and answer questions about their pictures to find their match.
Picture-based Story	Whole Class and Pairs	Together the class composes a story based on a picture that reflects on one of the unit's themes.
Question and Answer Game	Small Groups or Pairs	Students ask and answer questions using visual cues such as a map or realia in the classroom.
Survey	Whole-Class Mixer	Students ask their fellow classmates a question and report the results.

About the Teacher Notes

Teacher Notes

Teacher Notes appear on the page facing each Activity Master and provide comprehensive instructions and lesson planning ideas.

Teachers can see at a glance how to set up the class and plan the lesson.

Teacher Preparation lists what the teacher needs to do before the class.

Procedure guides the teacher, step-by-step through the activity.

A cross-reference to the Student Book indicates after which page in the Student Book the activity should be done.

Future Intro pages 48–49

Unit 3 • Lesson 2

Information Gap: Office Hours

Grouping	Pairs
Target Language	from/to, places
Materials	Activity Master 12
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 12, one for each pair of students.
- Cut each copy in half to make a Student A card and a Student B card. Clip together both parts.

Procedure

1. Put students in like-ability pairs. Give a copy of Student A's card to Student A and give a copy of Student B's card to Student B.
2. Explain that students are going to complete opening and closing times of places by asking each other for the information.
3. On the board write *When is the library open?* Then write *The library is open from _____ to _____.* Draw a picture of a library sign next to the sentences with the hours 10:00 A.M. – 5:00 P.M.
4. Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:
A: *When is the library open?*
B: [Looks at library sign.] *The library is open from 10:00 to 5:00.*
5. Instruct all Student As to write 10:00 and 5:00 in the blanks on their cards. Practice reading the questions with Student As and practice finding the library hours in the sign with Student Bs. Then have Student Bs practice answering with the correct times.
6. Model writing the times in the sentence and instruct all Student As to write the correct times in the blank spaces in the answer.
7. Continue to model the activity for Student Bs. Reverse the roles and model questions for Number 2. Complete this number with the students as directed above.

8. Have pairs continue the activity. Partners should take turns asking questions and filling in the times. Tell students not to show each other their signs.
9. Circulate during the activity to help students with their question and answer formations.
10. When pairs have filled in their answers, have them compare their papers. The times in the answers should match the times on the signs.

Multilevel Options

Pre-level: Assign a pre-level student to work with an above-level student. Together they will play the part of Student A to provide more support for the pre-level student.

Above-level: If some pairs finish before the rest of the class, have them write complete sentences under the signs using the *from _____ to _____* structure.

Variation

Complete the activity as a class. Call on individual students to ask the questions and to answer the questions to allow for teacher feedback on pronunciation.

Extension

Give students another copy of the Activity Master. Reverse the roles so Student A becomes Student B and Student B becomes Student A.

Multilevel Options suggest simple ways a teacher can adapt an activity for pre-level and/or above-level students.

Variation suggests an alternative approach to the activity.

Extension provides the teacher with additional ideas for extending the activity.

Survey: *What's your name?*

Grouping	Whole-class mixer
Target Language	Spelling names
Materials	Activity Master 1
Class Time	30 minutes

Teacher Preparation

Copy Activity Master 1, one for each student.

Procedure

1. Give a copy of Activity Master 1 to each student.
2. Explain that the students are going to walk around the classroom, asking one another their names and spellings of their first and last names in order to complete the chart on Activity Master 1. Tell the students they will have 20 minutes for the activity.
3. Write the following on the board:

What's your name?

Spell your first name.

Spell your last name.
4. Have students look at the survey and follow along as you play the part of Student A. Walk around the classroom and stop at the desk of an above-level student. Ask him or her to play the part of Student B. Then model the conversation:

A: *What's your name?*

B: [Says his/her first and last name.]

A: *Spell your first name.*

B: [Spells his/her first name and writes the name on the line.]

A: *Spell your last name.*

B: [Spells his/her last name and writes the name on the line.]

5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of a pre-level student. Ask him or her to play the part of Student B. Ask the student the same questions, but give additional support as needed.
6. Circulate during the activity to help students ask and answer the questions and to make sure they are writing in the appropriate column.

Multilevel Options

Pre-level: During the activity, help pre-level students write the information in the correct place. Help students give the instructions or write in names if they are having difficulties.

Above-level: Challenge above-level students to do the activity without reading the questions on their papers.

Extension

Have students stand in a circle and ask and answer the question *What's your name?*

Survey: *What’s your name?*

First Name	Last Name
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Information Gap: *What's your phone number?*

Grouping	Pairs
Target Language	Phone numbers
Materials	Activity Master 2
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 2, one for each pair of students.
- Cut each copy in half to make a Student A card and a Student B card. Clip together both parts.

Procedure

1. Put students in like-ability pairs. Give a copy of Student A's phone number card to Student A, and give a copy of Student B's phone number card to Student B.
2. Explain that students are going to fill in phone numbers by asking each other *What's your phone number?*
3. On the board write *What's your phone number?* Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *What's your phone number?*

B: 731-555-9484.

Instruct all Student As to write the phone number on the line next to number 1.

4. Continue to model the activity. Choose another above-level student to play the role of Student B.

A: *What's your phone number?*

B: 957-555-3320.

5. Have pairs continue the activity. Partners should take turns asking questions and filling in the phone numbers. Tell students not to show each other their phone numbers.

6. Circulate during the activity to help students with their number dictation and question formation and to make sure students do not show their partners their phone numbers until the end of the activity.
7. When pairs have completed their phone number cards, have them compare their phone number cards. Both phone number cards should be the same.

Multilevel Options

Pre-level: Complete a few of the phone numbers together with pre-level students so they have fewer questions to ask.

Above-level: If some pairs finish before the rest of the class, students can make up more phone numbers to dictate to each other or practice with their own phone numbers.

Extension

Give students another copy of the activity. Reverse the roles so Student A becomes Student B and Student B becomes Student A.

Information Gap: *What's your phone number?***Student A*****What's your phone number?***

1. _____

6. 806-555-3329

2. _____

7. 212-555-4970

3. _____

8. 708-555-6356

4. _____

9. 415-555-5720

5. _____

10. 323-555-4673

Student B***What's your phone number?***

1. 731-555-9484

6. _____

2. 957-555-3320

7. _____

3. 630-555-8712

8. _____

4. 518-555-6150

9. _____

5. 320-555-8819

10. _____

Build a Sentence: *I am a new student.*

Grouping	Pairs
Target Language	Sentence formation with <i>I am/You are</i>
Materials	Activity Master 3
Class Time	25 minutes

Teacher Preparation

- Copy the top half of Activity Master 3, one for each pair of students.
- Cut each copy into twelve cards—one set of white cards and one set of gray cards. Clip each set of cards together.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards.
2. Tell Student A to shuffle the white cards and tell Student B to shuffle the gray cards. Have each student put his/her cards face up on his or her desk.
3. Explain that the students are going to work together to make six correct sentences with the cards.
4. Tell students that the white cards are sentence beginnings and the gray cards are sentence endings.
5. Model the correct grammar structure of *I am* and *you are*. Explain to students that *I* and *am* go together and *you* and *are* go together. Then model the contracted forms of *I'm* and *you're* so that students may use these forms later when they copy completed sentences in their notebooks.
6. Model the activity. Assemble a white card and a gray card into a correct sentence and read it aloud: *I am a new student.*
7. Write the sentence on the board. Tell students to assemble the same sentence with their cards.
8. Tell students to continue to assemble correct sentences. When students have finished, have them write the sentences in their notebooks using contractions.

9. Circulate during the activity to make sure students' matched sentences are correct.

Multilevel Options

Pre-level: Cut out and distribute sentences 1 to 4 to limit the number of options. Have students complete the sentences.

Above-level: Challenge above-level students to create more sentences using the bottom half of the activity sheet. Have the students cut up the individual word cards and use all of the words to make six correct sentences. Explain to students that one sentence has a contraction and one does not. For extra support, explain that students should look for the capital letters or periods to help them know if cards go at the beginning of the sentence or at the end.

Answer Key

Possible sentences:

I am/I'm a new student.

You are/You're my English teacher.

I am/I'm in the classroom.

Extension

Have students write additional sentences using *I am* and *you are* constructions.

Build a Sentence: *I am a new student.*

1. I	am a new student.
2. You	are the teacher.
3. You	are in the classroom.
4. I	am from China.
5. You	are my classmate.
6. I	am from Mexico.

I	am	a	new
student.	You	are	my
English	teacher.	I	'm
in	the	classroom.	're

Picture-based Story: *She is from Cambodia.*

Grouping	Whole class and then pairs
Target Language	<i>He is/She is</i> , country names
Materials	Activity Master 4
Class Time	45 minutes

Teacher Preparation

Copy Activity Master 4, one for each student.

Procedure

1. Give each student a copy of Activity Master 4.
2. Explain to students that they will be matching the number from the picture to the sentence that describes where the student is from.
3. Model the activity: Write Sentence A on the board.

He is from Russia.

4. Instruct students to look at the picture and point to the student from Russia. Ask students what number they see next to the person in the picture.
5. Model writing the number 5 next to the sentence written on the board. Instruct students to write the number next to the sentence on their paper.
6. Model the activity again. Write Sentence B on the board and follow the same instructions from above.

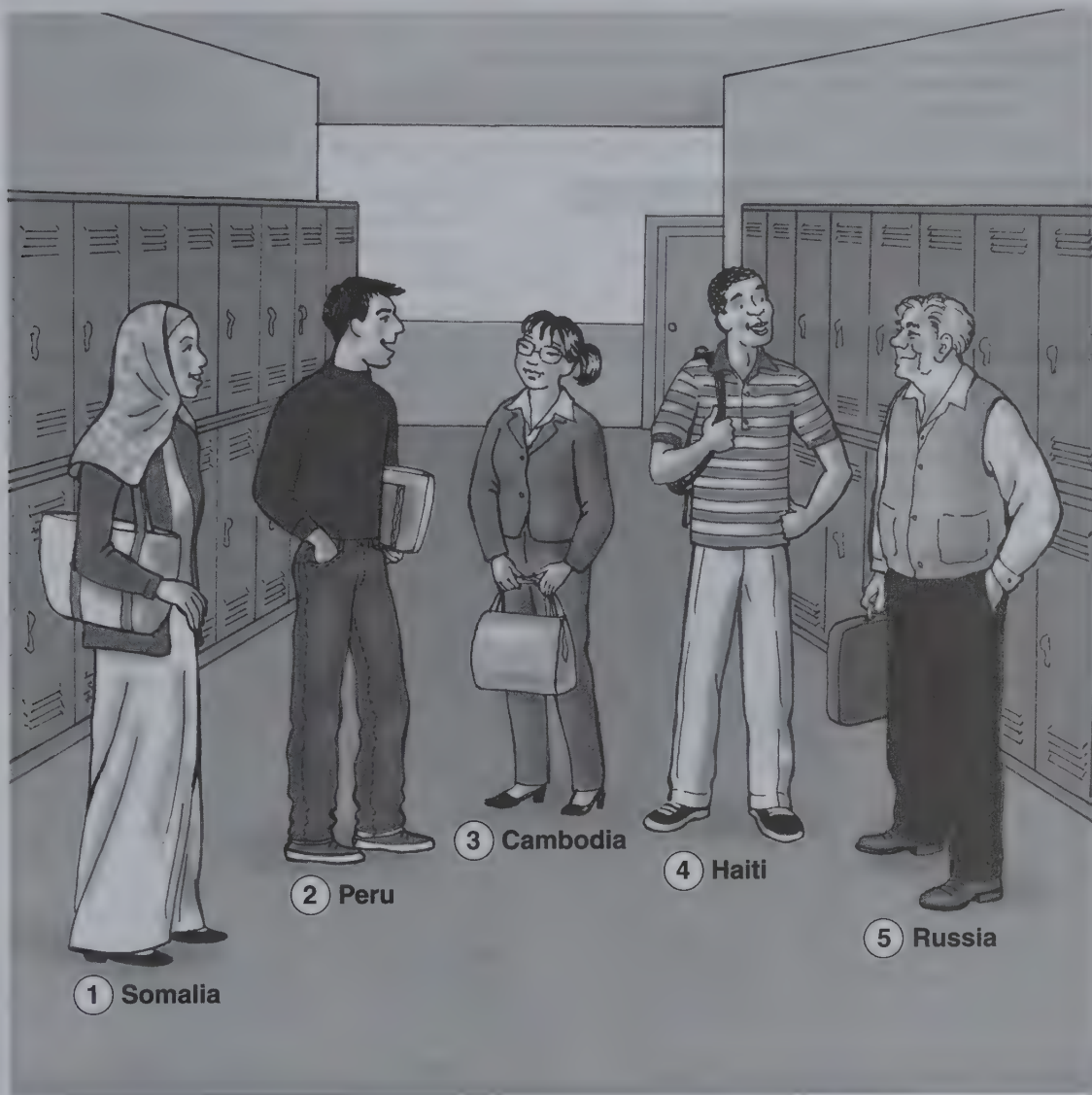
She is from Cambodia.

7. Have students work in pairs to complete the matching activity. Circulate during the activity to make sure students are matching the correct pictures to the sentences.

Multilevel Options

Pre-level: Have students copy the sentences in their notebooks.

Above-level: Have students write a story about the people in the picture or about their own class.

Picture-based Story: *She is from Cambodia.*

- _____ A. He is from Russia.
- _____ B. She is from Cambodia.
- _____ C. He is from Peru.
- _____ D. She is from Somalia.
- _____ E. He is from Haiti.

Board Game: *Personal Information*

Grouping	Groups of four
Target Language	Numbers, letters, and personal information.
Materials	Activity Master 5, a coin, two markers for each group
Class Time	35 minutes


Teacher Preparation

Copy Activity Master 5, one for every four students.

Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 5, a coin, and two markers.
2. Explain that students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question using true information. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students' answers are correct.

Board Game: *Personal Information*

<div>START</div> <div>FINISH</div>	<div>1</div> <p>What's your name?</p> <p>→</p>	<div>2</div> <p>Spell your first name.</p> <p>→</p>	<div>3</div> <p>Spell your last name?</p> <p>↓</p>
<div>11</div> <p>Say a classmate's name.</p> <p>↑</p>			<div>4</div> <p>What's the teacher's name?</p> <p>↓</p>
<div>10</div> <p>What's your student ID number?</p> <p>↑</p>	<div>5</div> <p>Where are you from?</p> <p>↓</p>		
<div>9</div> <p>Are you a new student?</p> <p>↑</p>	<div>8</div> <p>How do you say hello?</p> <p>←</p>	<div>7</div> <p>What's your area code?</p> <p>←</p>	<div>6</div> <p>What's your phone number?</p> <p>←</p>

Matching: *Do you have a book?*

Grouping	Whole-class mixer
Target Language	Questions and answers using <i>Do you have...?</i>
Materials	Activity Master 6
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 6. If your class size is larger than eighteen, make two copies.
- Cut up the cards and give a picture card to half of the students and a matching word card to the other half.

Procedure

1. Give a card to each student at random. Distribute the cards to make sure that there is a matching word card for every picture card.
2. Explain that students are going to walk around the classroom to find the words and pictures that match. They will ask and answer *Do you have a _____?*
3. Write the following question and answers on the board:

Do you have a book?

No, I don't.

Yes, I do.

4. Play the part of Student A, who has the word *book*. Call on an above-level student to play the part of Student B. The student looks at his/her card to see if he has a picture of a book. If the student has it, he/she answers *Yes, I do*. If the student does not have it, he/she answers *No, I don't*.
5. If you don't get a yes answer, continue to model the activity. Choose the student who has the book card to model a yes answer.

A: *Do you have a book?*

B: *Yes, I do.*

6. Have pairs continue the activity. Students should walk around the room and take turns asking one another questions until they find their match. Tell students not to show one another their cards.
7. Circulate during the activity to help students with their question and answer formation. Check to make sure that students include the article *a* in their questions.
8. When students find their partners, have them sit together.

Multilevel Option

Pre-level: Write down all of the vocabulary words on the board and before doing the activity, have pre-level students match the picture cards with the vocabulary words.

Extension

Have students write down the questions and answers in their notebooks.

Matching: *Do you have a book?*

backpack

book

cell phone

dictionary

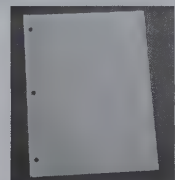
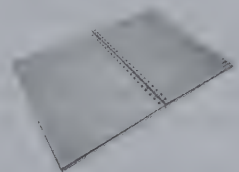
eraser

notebook

pen

pencil

piece of paper



Build a Sentence: Classroom Instructions

Grouping	Pairs
Target Language	Follow classroom commands
Materials	Activity Master 7
Class Time	30 minutes

Teacher Preparation

- Copy the top half of Activity Master 7, one for each pair of students.
- Cut each copy into twelve cards—one set of white cards and one set of gray cards. Clip each set of cards together.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards.
2. Tell Student A to shuffle the white cards and tell Student B to shuffle the gray cards. Have each student put his/her cards faceup on his or her desk.
3. Explain that the students are going to work together to make six correct sentences with the cards.
4. Tell students that the white cards are sentence beginnings and the gray cards are sentence endings.
5. Model the activity. Assemble a white card and a gray card into a correct sentence and read it aloud: *Turn on the light.*
6. Write the sentence on the board. Tell students to assemble the same sentence with their cards.
7. Tell students to continue to assemble correct sentences. When students have finished, have them write the sentences in their notebooks.

8. Circulate during the activity to make sure students' matched sentences are correct.

Multilevel Options

Pre-level: Cut out and distribute sentences 1 to 4 to limit the number of options. Have students complete the sentences.

Above-level: Challenge above-level students to create more sentences using the bottom half of the activity sheet. Have the students cut up the individual word cards and use all of the words to make as many sentences as they can. For extra support, explain that students should look for the capital letters or periods to help them know if cards go at the beginning of the sentence or at the end.

Answer Key:

Possible sentences:

Turn on the light.

Don't turn on/off the light.

Take out your pencil/book/dictionary.

Put away your book/pencil/dictionary.

Don't open your book/dictionary.

Close your dictionary/book.

Build a Sentence: *Classroom Instructions*

1. Turn on	the light.
2. Don't turn off	the light.
3. Take out	your pencil.
4. Put away	your dictionary.
5. Don't open	your book.
6. Close	your book.

Turn	on	off	Don't turn
the light.	the light.	Take	out
your pencil.	Put	away	your book.
Don't open	your book.	Close	your dictionary.

Information Gap: *Where is the room?*

Grouping	Pairs
Target Language	Rooms in the school, <i>across from</i> , <i>next to</i>
Materials	Activity Master 8
Class Time	30 minutes

Teacher Preparation

- Copy Activity Master 8, one for each pair of students.
- Cut each copy of the maps and questions. Clip together Student A and Student B parts.

Procedure

1. Put students in cross-ability pairs. Give a copy of Student A's map and questions to Student A, and give a copy of Student B's map and questions to Student B.
2. Explain that students are going to fill in their maps by asking each other *Where is the _____?*
3. On the board write *Where is the _____?* Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *Where is the library?*

B: *It's across from the bookstore.*

Instruct all Student As to write in the word *library* in the correct place on their maps.

4. Continue to model the activity. Choose another above-level student to play the role of Student B.

A: *Where is the men's room?*

B: *It's next to the testing room.*

5. Have pairs continue the activity. Partners should take turns asking questions and filling in the rooms on their maps. Tell students not to show each other their maps. Circulate during the activity to help students with their spelling and question formation.
6. When pairs have completed their maps, have them compare their maps. Both maps should be the same.

Multilevel Options

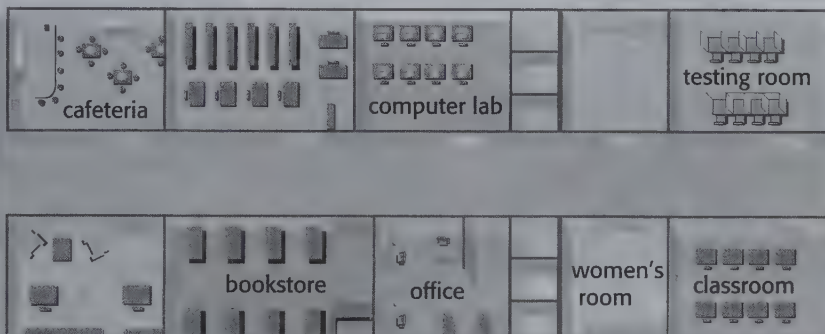
Pre-level: Complete a few of the rooms together with pre-level students so they have fewer questions to ask.

Extension

If some pairs finish before the rest of the class, have students write sentences about places in their school. Remind them to use *across from* and *next to*.

Information Gap: *Where is the room?*

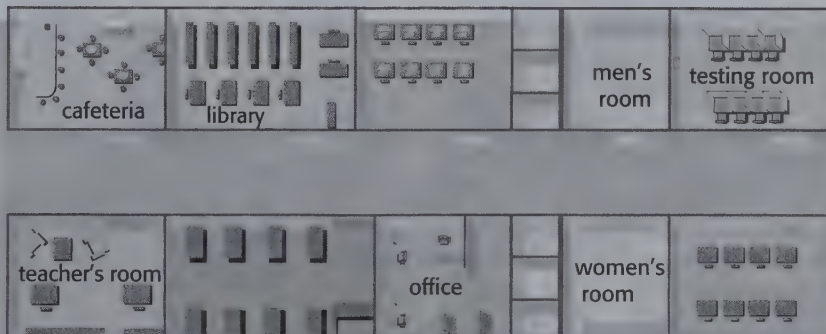
Student A



Ask your partner the question and write the rooms on the map.

1. Where is the library?
2. Where is the men's room?
3. Where is the teacher's room?

Student B



Ask your partner the question and write the rooms on the map.

1. Where is the bookstore?
2. Where is the classroom?
3. Where is the computer lab?

Picture-based Story: *How does she study English?*

Grouping	Whole class and then pairs
Target Language	Study skills
Materials	Activity Master 9
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 9, one for each student.

Procedure

1. Give a copy of Activity Master 9 to each student.
2. Explain that students are going to fill in the missing words in the speech bubbles for each person in these pictures.
3. Make sure students understand the scenes: There's a new student in the English class. He meets a student and asks her how she studies English. They study in different ways.
4. Ask the following questions to get students to talk about the pictures.

Is the woman a student? Is the man a teacher? Are they in English class? Is she a new student? Is he a new student? Does the woman write in a notebook? Does the man write in a notebook? Does she use a dictionary? etc.

5. Have students report their ideas to the class. Encourage them to use study skills to explain what the students in the pictures are doing.
6. Have students work in cross-ability pairs to fill in the missing words in the speech bubbles. Then have them practice reading the conversation together.

Multilevel Option

Pre-level: Have students copy the conversation in their notebooks.

Above-level: Have students work with a partner to write a new conversation about how they study English.

Variation

Write the conversation on an overhead projector transparency. This way you can photocopy the conversation for the following class and have students reread the text in pairs.

Extension

After the class has finished the activity, have students talk about the story. Have them describe the classroom and people in the pictures.

Picture-based Story: *How does she study English?*

Board Game: *In the Classroom*

Grouping	Groups of four
Target Language	<i>Yes/no</i> and <i>Wh-</i> questions with <i>be</i> , <i>yes/no</i> questions with simple present
Materials	Activity Master 10, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 10, one for every four students.

Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 10, a coin, and two markers.
2. Explain that the students are going to play a board game by answering questions. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question with true information. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students' answers are correct.

Board Game: *In the Classroom*

START FINISH	1 Do you have a cell phone? →	2 Look at the map. Where is the library? →	3 Do you have a backpack? ↓
11 Look at the map. Where is the cafeteria? ↑			4 Look at the map. Where is the computer lab? ↓
10 How do you study English? ↑			5 Look at the map. Where is the office? ↓
9 Look at the map. Where is the bookstore? ↑	8 Do you have an eraser? ←	7 Look at the map. Where is the testing room? ←	6 Do you have a notebook? ←

Drawing: *What time is it?*

Grouping	Pairs
Target Language	Time
Materials	Activity Master 11
Class Time	15 minutes

Teacher Preparation

- Copy Activity Master 11, one copy for every six students.
- Cut up the two sets of clocks, keeping the blank clocks and completed ones separate.

Procedure

1. Put students in like-ability pairs. Give each student two blank clocks and two completed clocks.
2. Explain that the students are going to ask each other what time it is. They respond by using the time on their clocks. Their partner listens to the response and then draws the hands on the clock based on the time they hear.
3. Model the activity. Draw a blank clock on the board. Play the role of Student A. Call on an above-level student to play the role of Student B.
A: What time is it?
B: [Looks at one of his completed clocks.] It's 7:15.
A: 7:15? OK. [Draw the hands on the clock.]
4. Continue modeling the activity. Call on another student to play the role of Student A. Have the student ask you what time it is. Student A draws the hands on the clock based on the time you read.
5. Give pairs ten minutes to ask each other the time and draw the hands on their clocks.
6. Circulate during the activity to help students read the times on the cards and draw the correct times on their clocks.

Multilevel Option

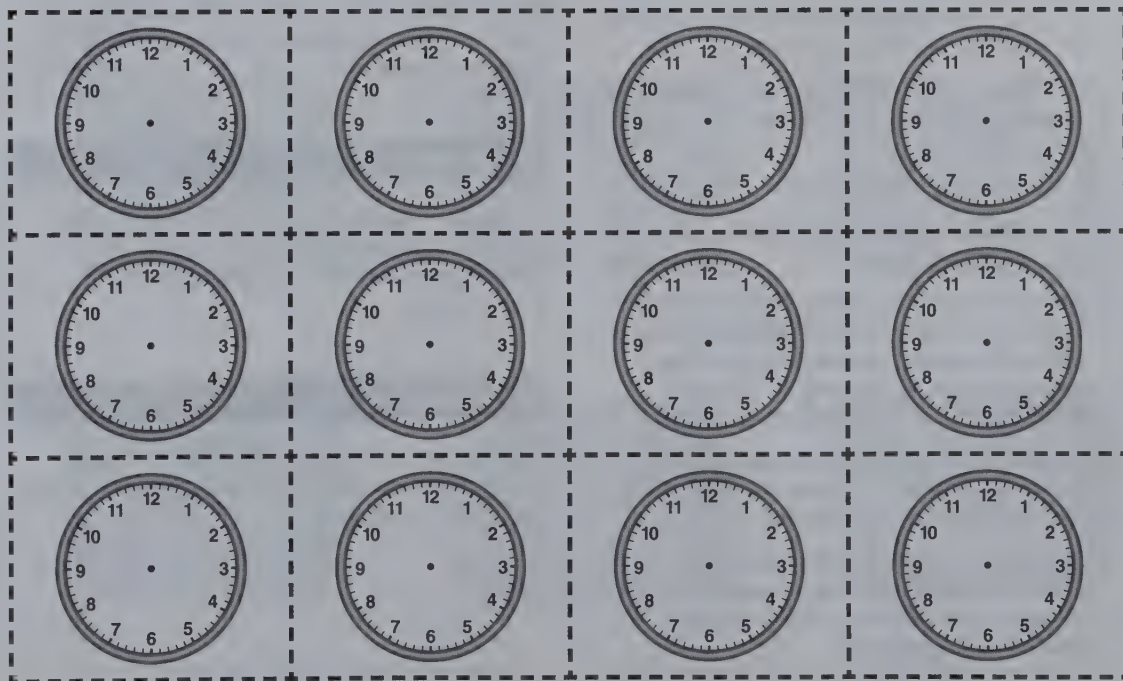
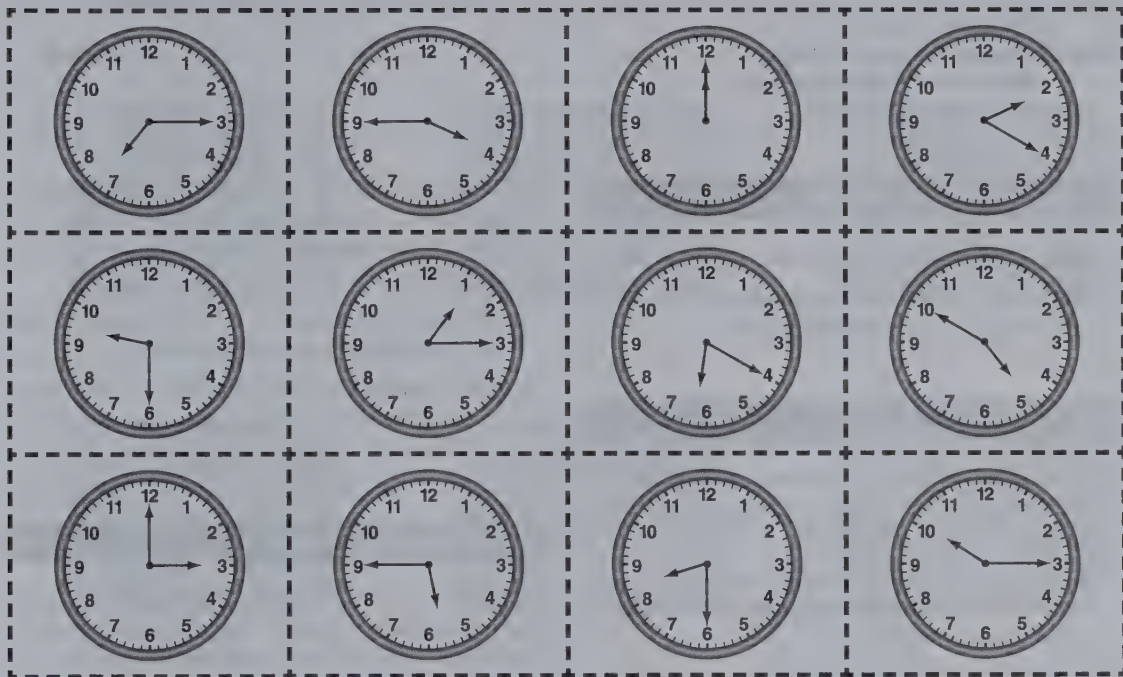
Pre-level: Have pre-level students work with an above-level student.

Variation

Have students work in groups of four instead of pairs.

Extension

Hand out additional copies of the clocks to students. Make sure they switch roles.

Drawing: *What time is it?*

Information Gap: *Office Hours*

Grouping	Pairs
Target Language	<i>from/to</i> , places
Materials	Activity Master 12
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 12, one for each pair of students.
- Cut each copy in half to make a Student A card and a Student B card. Clip together both parts.

Procedure

1. Put students in like-ability pairs. Give a copy of Student A's card to Student A and give a copy of Student B's card to Student B.
2. Explain that students are going to complete opening and closing times of places by asking each other for the information.
3. On the board write *When is the library open?* Then write *The library is open from _____ to _____*. Draw a picture of a library sign next to the sentences with the hours 10:00 A.M. – 5:00 P.M.
4. Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *When is the library open?*

B: [Looks at library sign.] *The library is open from 10:00 to 5:00.*

5. Instruct all Student As to write 10:00 and 5:00 in the blanks on their cards. Practice reading the questions with Student As and practice finding the library hours in the sign with Student Bs. Then have Student Bs practice answering with the correct times.
6. Model writing the times in the sentence and instruct all Student As to write the correct times in the blank spaces in the answer.
7. Continue to model the activity for Student Bs. Reverse the roles and model questions for Number 2. Complete this number with the students as directed above.

8. Have pairs continue the activity. Partners should take turns asking questions and filling in the times. Tell students not to show each other their signs.
9. Circulate during the activity to help students with their question and answer formations.
10. When pairs have filled in their answers, have them compare their papers. The times in the answers should match the times on the signs.

Multilevel Options

Pre-level: Assign a pre-level student to work with an above-level student. Together they will play the part of Student A to provide more support for the pre-level student.

Above-level: If some pairs finish before the rest of the class, have them write complete sentences under the signs using the *from _____ to _____* structure.

Variation

Complete the activity as a class. Call on individual students to ask the questions and to answer the questions to allow for teacher feedback on pronunciation.

Extension

Give students another copy of the Activity Master. Reverse the roles so Student A becomes Student B and Student B becomes Student A.

Information Gap: *Office Hours*

Student A

1.

<u>Library</u>
Open

2.

<u>Testing Room</u>
9:00 A.M. — 1:15 P.M.

3.

<u>Office</u>
Open

4.

<u>Cafeteria</u>
Open
11:00 A.M. — 6:30 P.M.

5.

<u>Computer Lab</u>
Open

6.

<u>School</u>
Open
8:30 A.M. — 9:30 P.M.

Student B

1.

<u>Library</u>
Open
10:00 A.M. — 5:00 P.M.

2.

<u>Testing Room</u>

3.

<u>Office</u>
Open
8:00 — 6:00

4.

<u>Cafeteria</u>
Open

5.

<u>Computer Lab</u>
Open
7:00 — 9:00

6.

<u>School</u>
Open

Interview: *When do you work?*

Grouping	Whole-class mixer
Target Language	Days of the week, <i>from</i> , <i>to</i> , and <i>on</i>
Materials	Activity Master 13
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 13, one for each student.
- Cut the Survey sheet on each copy. Cut out enough cards so that each student in the class has a schedule card.

Procedure

1. Give each student a copy of the survey and a schedule card at random. Have students read the information on their cards.
2. Explain that students are going to interview six students about their work schedule. After they interview each classmate, they will fill out the Interview sheet with the name of their classmate and the days and times they work. Tell students not to show their cards to anyone. They will have 20 minutes for the activity.

3. Write the following question on the board:

When do you work?

4. Write the following work schedule on the board:

Work
Wednesday
9–5

5. Play the role of Student A. Call on an above-level student to play the role of Student B.

A: *When do you work?*

B: (Looks at his card and responds). *I work on Wednesday from 9 to 5.*

6. Write the line from the Interview sheet on the board:

_____ works on _____ from _____ to _____.

7. Write the name of the student on the appropriate line on the board and complete the sentence.
8. Have students begin their interviews and circulate to help them write the answers.
9. When all students have completed their interviews, have a few students read their sentences/information aloud.

Multilevel Option

Pre-level: Have students work with an above-level student to do the activity.

Variation

Use the overhead projector to record the results of the students' interviews. Have an above-level student report back his or her findings as you write on the Interview Activity Master on the overhead.

Extension

Have students use the schedule cards to create sentences using *on*, *from*, and *to*.

Interview: *When do you work?*

Survey

Name	Day	Hours
1. _____	works on _____	from _____ to _____.
2. _____	works on _____	from _____ to _____.
3. _____	works on _____	from _____ to _____.
4. _____	works on _____	from _____ to _____.
5. _____	works on _____	from _____ to _____.
6. _____	works on _____	from _____ to _____.

Work Schedules

Work Wednesday 9–5	Work Tuesday and Friday 10–2	Work Saturday 10–6
Work Monday and Thursday 12–4	Work Friday 4–12	Work Friday and Saturday 10–4

Picture-based Story: *Late for Work*

Grouping	Whole class and then pairs
Target Language	Daily activities, time, third person singular
Materials	Activity Master 14
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 14, one for each pair of students.

Procedure

1. Give a copy of Activity Master 14 to each student.
2. Explain that students are going to write the sentences next to the correct picture.
3. Make sure students understand the scene: Bill usually goes to work at 8:00. He usually works from 8:30 to 4:30. But today Bill oversleeps. Today he gets up at 8:20. It's late. He gets dressed quickly and gets to work at 9:15, but the office isn't open. It's a holiday.
4. Point out to students that *closed* is the opposite of *open*. You may also want to point out the meaning of the word *holiday*. Remind students of any holidays that may have recently passed or explain to students that when there is a holiday, schools and banks may be closed, and there is no mail, etc.
5. Ask the following questions to get students to talk about the picture.

What time is it? (to elicit 8:20) Is it morning or night? (to elicit morning) Is Bill late? What time does he usually go to work? What time is it today? Is he late for work? What time does he get to work? Is the office open? What happens next?

6. Have students report their ideas to the class. Encourage them to explain what they see in the picture.

7. Have students work in cross-ability pairs to choose which sentences go with each picture. Then have them write the sentences next to the correct picture.

Multilevel Options

Pre-level: Have students copy the sentences into their notebooks.

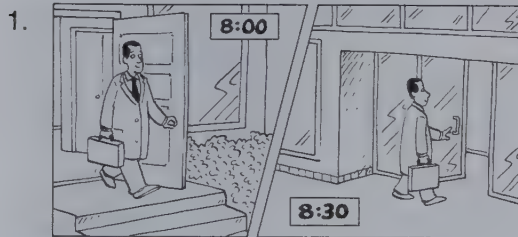
Above-level: Have students work with a partner to write a story about the pictures.

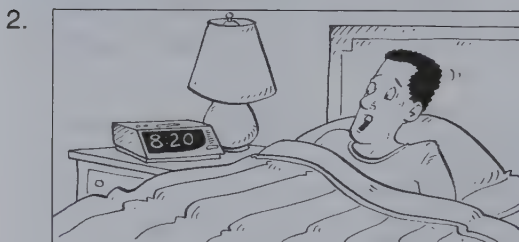
Variation

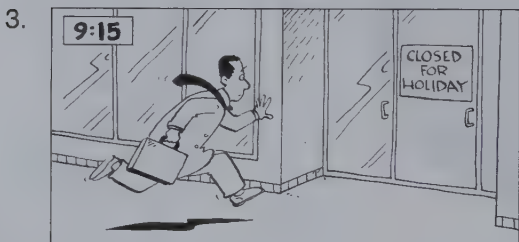
Use an overhead projector transparency to match the sentences to each picture.

Extension

Above-level students can write a story about what happens next.

Picture-based Story: *Late for Work*





Write the sentences next to the correct pictures.

Today he gets up at 8:20.

He works from 8:30 to 4:30.

The office is closed. It's a holiday.

Bill goes to work at 8:00.

He gets to work at 9:15.

Board Game: *On Time*

Grouping	Groups of four
Target Language	Time, days of the week, daily schedules
Materials	Activity Master 15, a coin, two markers for each group
Class Time	35 minutes


Teacher Preparation

Copy Activity Master 15, one for every four students.

Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 15, a coin, and two markers.
2. Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question with true information. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students' answers are correct.

Board Game: *On Time*

<div>START</div> <div>FINISH</div>	1	2	3
	What time is it? →	What time do you go to school? →	What time do you get home? ↓
11			4
What time do you go to bed? ↑			How long is the break? ↓
10			5
What time do you get up? ↑			When do you study English? ↓
9	8	7	6
How long is your class? ↑	When is the school open? ←	What time is your English class? ←	What time do you eat lunch? ←

Questions and Answers: *Who makes dinner?*

Grouping	Pairs
Target Language	Household chores
Materials	Activity Master 16
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 16, one for each pair of students.
- Cut each copy into six picture cards. Clip each set of cards together.

Procedure

1. Put students in like-ability pairs. Give a set of cards to both partners.
2. Explain that students are going to ask questions about the household chores on the cards. They will answer the question about who does the chore in their homes. Tell students they will have fifteen minutes to do the activity.
3. Have students shuffle the cards and place them facedown in front of them. Student A chooses a card first.
4. Model the activity. Play the part of Student A. For example:

A: [Looks at picture card] *Who makes dinner in your family?*

B: *My grandmother makes dinner.*
5. When students have finished with all the cards, have them shuffle them again and switch roles. This time Student B asks the questions.
6. Circulate during the activity to help students with question formation. Make sure students add *-s* to the verb form.

Multilevel Options

Pre-level: Have pre-level pairs work together to form questions first. Have them list the family members as a review.

Above-level: When the pairs finish the questions about the pictures, have them come up with a few more household chores and ask each other about them.

Extension

After the class has finished the activity, have pairs describe who does the household chores in their partner's home: *Carla's father makes dinner, etc.*

Variation

Do the activity in groups of four or six.

Questions and Answers: *Who makes dinner?*

Find Someone Who: *When is your birthday?*

Grouping	Whole-class mixer
Target Language	Months, birthdays
Materials	Activity Master 17
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 17, one for each student.

Procedure

1. Give a copy of Activity Master 17 to each student.
2. Explain that students are going to walk around the classroom. They will ask and answer *When is your birthday?* in order to complete the chart. Tell students they will have 15 minutes for the activity.

3. Write the following question and answer on the board:

When is your birthday?

My birthday is _____.

4. Model the activity. Play the role of Student A. Choose an above-level student to play the role of Student B.

A: *When is your birthday?*

B: *My birthday is March 14.* [After the word *March* in the chart, write the name of that student and the number 14.]

5. Walk around the classroom asking students *When is your birthday?* until you complete the activity.
6. Circulate during the activity to help students form questions and answers correctly.

Multilevel Option

Pre-level: Have pre-level students work with an above-level student to ask their classmates *When is your birthday?*

Extension

Have students write the birthday months of different family members on the chart.

Find Someone Who: *When is your birthday?*

Month	Name	Date
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Matching: *What's the date?*

Grouping	Whole-class mixer
Target Language	Dates
Materials	Activity Master 18
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 18. If the class has more than twenty-four students, make a second copy. Make sure that you use a calendar and corresponding gray date card.
- Cut the copy into 24 cards—12 calendars and 12 numerical dates.

Procedure

1. Give each student a card (either a calendar or a numerical date) at random. Have students read the dates on their cards.
2. Explain that students are going to walk around the classroom. Have students ask one another what the date on their cards is. They will match a calendar date to a date in numerical form. Tell students not to show their cards to anyone. They will have 15 minutes for the activity.
3. Write the following question on the board:
What's the date?
4. Model the activity. Play the role of Student A and ask *What's the date?* Choose an above-level student to play the role of Student B. For example, he/she may respond with *April 15, 2004*. Continue asking the question until you find the matching card.

5. Draw a calendar for the month of January on the board. Circle the tenth of January. Write the date *January 10, 1984* on the board. Explain to students that these two dates are a match since they are the same date.
6. Have students walk around the classroom and ask what the date is until they find their match.

Multilevel Option

Pre-level: Before doing the activity, have students work in pairs to write out the dates from the calendars.

Variation

Cut up the Activity Master for a pair of students or a small group. Have students work together to match the dates.

Extension

Have students use the dates in numerical form to practice writing out the dates.

Matching: *What's the Date?*

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Picture-based Story: *Roberto does the laundry.*

Grouping	Whole class and then pairs
Target Language	Household chores, family members
Materials	Activity Master 19
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 19, one for each student.

Procedure

1. Give a copy of Activity Master 19 to each student.
2. Explain that students are going to place sentences under the correct picture.
3. Make sure students understand the scene: Roberto is from Peru. In his country, his mother cooks dinner. She does the laundry. Now Roberto lives with his brother. They do all of the household chores.
4. Ask the following questions to get students to talk about the picture.

Where is Roberto in Picture 1? Who is the woman? What does she do? Does she cook dinner? Does she do the laundry? Does she clean the house? Where is Roberto in Picture 2? Who does he live with? Who cooks dinner? Who cleans the house? Who does the laundry?

5. Have students report their ideas to the class. Encourage them to explain what they see in the picture.
6. Have students work in cross-ability pairs to place the sentences under the correct picture.

Multilevel Options

Pre-level: Have students copy the sentences in their notebooks.

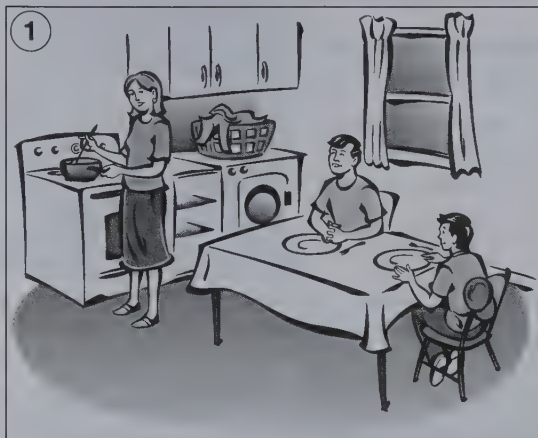
Above-level: Have students work with a partner to write a story about Roberto.

Variation

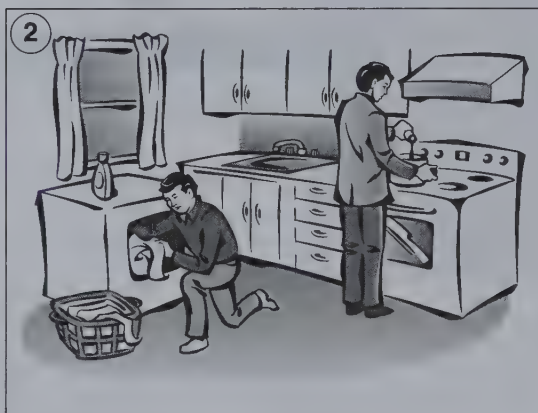
Write the sentences on an overhead projector transparency.

Extension

After the class has finished the activity, have students talk about the story. Have above-level students write sentences about Roberto on the board for students to copy.

Picture-based Story: *Roberto does the laundry*

In Peru



In the U.S.

Write the sentences next to the correct picture.

Roberto's brother cooks dinner.

In the U.S. Roberto lives in an apartment with his brother.

In Peru Roberto lives with his family.

Roberto does the laundry.

Roberto's mother cooks dinner.

Board Game: *Talk about your family.*

Grouping	Groups of four
Target Language	Dates, family members, question formation with <i>Do you have...?</i> and <i>How many...?</i>
Materials	Activity Master 20, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 20, one for every four students.

Procedure


1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 20, a coin, and two markers.
2. Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question with true information. Pair 2 listens to make sure Pair 1's answer is correct.

- If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students' answers are correct.

Extension

Have above-level students write five sentences about their family.

Board Game: *Talk about your family.*

<div>START</div> <div>FINISH</div>	1	2	3
	Do you have any brothers? →	Do you have any children? →	Do you have any sisters? ↓
	11		
What's today's date? ↑	What class are you in? ↓		
10			5
What's your favorite month? ↑			Do you have any grandchildren? ↓
9	8	7	6
When is your birthday? ↑	Who cleans the house? ←	Who makes dinner? ←	Who vacuums at your house? ←

Matching: *Do you have change for a five?*

Grouping	Whole-class mixer
Target Language	U.S. money, <i>yes/no</i> questions with simple present
Materials	Activity Master 21
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 21. Make enough copies so there will be one question or response card for each student.
- Cut the copy into sixteen cards—eight question cards and eight response cards.

Procedure

1. Shuffle the cards and hand out one question card or one response card to each student. Make sure that there is a corresponding response card for each question card.
2. Explain that students are going to walk around the classroom and ask students if they have the correct change. One student will ask the question. The other student will respond.
3. Model activity. Hold up the picture of the quarter or draw a quarter on the board (with 25¢ in the middle of a circle). Write *Do you have change for a quarter?* on the board.
4. Draw one dime and three nickels on the board.
5. Play the role of Student A. Choose an above-level student to play the role of Student B.

A: *Do you have change for a quarter?*

B: *No, I don't.*
6. Continue to ask students until you find a match. Have the student with the correct change read his/her response: *Yes, I do. I have one dime and three nickels.*

7. Have students walk around the class asking questions. When students have made a match, have them sit down.

8. After all of the matches have been found, hand out the cards again, this time giving question cards to those who had response cards before.

Multilevel Option

Pre-level: Before beginning the activity, have students write the question and the names of the coins and bills.

Variation

Cut up the Activity Master for a pair of students or a small group. Have students work together to match the money.

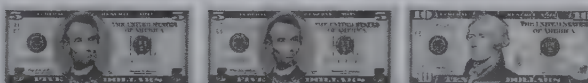
Extension

Have students find and say the sum of the coin amounts on each card. When students are finished, have all of the students holding cards totalling one dollar stand on one side of the room and have all of the students holding cards totalling one quarter stand on the other side of the room. The class could be responsible for checking the accuracy.

Matching: Do you have change for a five?

Question Card

Response Card



Information Gap: *Where is the aspirin?*

Grouping	Pairs
Target Language	Drugstore items and questions with <i>Where is/are</i>
Materials	Activity Master 22
Class Time	30 minutes

Teacher Preparation

- Copy Activity Master 22, one for each pair of students.
- Cut each copy of the directories. Clip together Student A and Student B parts.

Procedure

1. Put students in cross-ability pairs. Give a copy of Student A's directory to Student A and give a copy of Student B's directory to Student B.
2. Explain that students are going to fill in their directories by asking each other questions with *Where*.
3. On the board write *Where is the aspirin?* Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *Where is the aspirin?*

B: *Aisle 4.*

Instruct all Student As to write in the number 4 in the blank.

4. Continue to model the activity. Choose another above-level student to play the role of Student B.

A: *Where are the lightbulbs?*

B: *Aisle 3.*

5. Have pairs continue the activity. Partners should take turns asking questions and filling in the aisle numbers on their directories. Tell students not to show each other their directories.

6. Circulate during the activity to help students with their question formation.
7. When pairs have completed their directories, have them compare their directories. Both directories should be the same.

Multilevel Options

Pre-level: Complete a few of the aisle numbers together with pre-level students so they have fewer questions to ask.

Extension

If some pairs finish before the rest of the class, have students write sentences about the locations of other drugstore items using their directory.

Information Gap: *Where is the aspirin?*

Student A

Corner Drugstore

Aisle _____



Aisle _____



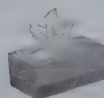
Aisle 5



Aisle 4



Aisle 4



Aisle _____



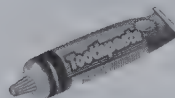
Aisle _____



Aisle 2



Aisle 2



Aisle 4

Student B

Corner Drugstore

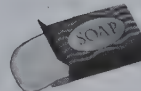
Aisle 4



Aisle 4



Aisle _____



Aisle _____



Aisle 4



Aisle 2



Aisle 3



Aisle 2



Aisle _____



Aisle _____

Questions and Answers: *How much is it?*

Grouping	Groups of four
Target Language	Drugstore items, prices and <i>How much...?</i>
Materials	Activity Master 23, scissors
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 23, one for each group of four.
- Cut the bottom half of the Activity Master into 10 cards.

Procedure

1. Give each group of students a copy of the receipt. Shuffle the word cards and put them in a pile facedown.
2. Explain that one by one students will pick a card from the pile, read the name of the item on their card, and ask a question with *How much*. The other students will look at the receipt together to find how much it costs. They will have 15 minutes for the activity.

3. Write the following on the board:

Shampoo.

How much is the _____? (How much are the _____?)

4. You may want to point out that for plural items the question is *How much are...?* You could underline *is* and *are* on the board to point out the differences.
5. Model the activity. Play the part of Student A. Call on an above-level student to play the part of Student B.

A: [Pick up a card and read] *Shampoo. How much is the shampoo?*

B: [Student looks at the receipt until he/she finds the correct amount for shampoo.] *\$4.59.*

6. Explain to the students that they will continue the activity until there are no more cards in the pile.
7. When all students have finished, have them read their prices aloud.

Multilevel Option

Pre-level: Put pre-level students and above-level students in pairs and have them do the activity.

Variation

Have students do the activity as a game. Divide the class into teams of four. The first team to finish finding the prices of all the items wins.

Extension

Have pairs of students make up new receipts with different items and different prices and ask each other questions about the prices.

Questions and Answers: *How much is it?*

CZ Drugs		
Date: 09/08/08		
1 Shampoo		\$4.59
1 Tissues		2.89
1 Deodorant		3.29
1 Batteries		5.19
1 Toothpaste		3.79
1 Shaving Cream		3.59
1 Aspirin		4.29
1 Soap		2.50
1 Paper Towels		3.79
1 Lightbulbs		4.99
Transaction Total		
10 Items	Subtotal	38.91
	Tax	3.30
	Total	\$42.21

shampoo	aspirin
deodorant	batteries
tissues	shaving cream
toothpaste	paper towels
soap	lightbulbs

Picture-based Story: *Is shampoo on sale?*

Grouping	Whole class and then pairs
Target Language	Shopping for bargains
Materials	Activity Master 24
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 24, one for each student.

Procedure

1. Give a copy of Activity Master 24 to each student.
2. Explain that students are going to put the questions and answers in the correct spaces below the pictures.
3. Make sure students understand the scene: Elena only buys things on sale. She goes to one store for her favorite shampoo, Sunny Day Shampoo, but it's not on sale. She goes to another store and finds out that it is on sale there.
4. To get students talking about the pictures, ask the following: *Where is Elena? What does she want to buy? Is the shampoo on sale at the first store (in Picture 1)? How much is it? Does she buy the shampoo (in Picture 2)? Where does she go (in Picture 3)? What does she ask the sales assistant? Is the shampoo on sale at the second store? Do you think she buys the shampoo? How much is it?*
5. Put students in cross-ability pairs to discuss where to put the questions and answers of the conversation.
6. After the students have finished, have them practice the conversation together.

Multilevel Option

Pre-level: Have pre-level students copy the conversation in their notebooks.

Above-level: While pre-level students are copying the story, have above-level students write questions about the pictures to ask the class.

Variation

Write the conversation on an overhead projector transparency. This way you can photocopy the story for the following class and have students reread the conversation again in pairs.

Picture-based Story: *Is shampoo on sale?*



Is Sunny Day Shampoo on sale?



Elena buys things on sale. She needs shampoo. Write the conversation under the correct pictures. One line will be used twice.

- No, it isn't.
- Is Sunny Day Shampoo on sale?
- It's \$3.89.
- Yes, it is.
- How much is it?

Board Game: *Money*

Grouping	Groups of four
Target Language	Coin names, asking for change
Materials	Activity Master 25, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 25, one for every four students.

Procedure






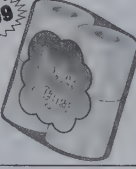

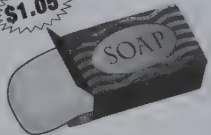



- Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 25, a coin, and two markers.
- Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the instruction and question aloud. Student B looks at either the food store flyer or the picture of the coin and answers the question. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.

- If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students' answers are correct.

Answer Key

- \$2.80
- \$5.65
- 1¢
- \$1.05
- 25¢
- \$3.45
- \$1.99
- 10¢
- \$4.50
- 5¢
- \$5.99

Board Game: *Money*

<div style="text-align: center;"> START FINISH </div>	<div style="text-align: center;"> 1 Look at the ad. How much is the deodorant? → </div>	<div style="text-align: center;"> 2 Look at the ad. How much is the aspirin? → </div>	<div style="text-align: center;"> 3 Look at the coin. How much is it?  ↓ </div>
<div style="text-align: center;"> 11 Look at the ad. How much are the batteries? ↑ </div>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  \$2.80 </div> <div style="text-align: center; margin: 5px;">  \$4.50 </div> <div style="text-align: center; margin: 5px;">  \$3.45 </div> <div style="text-align: center; margin: 5px;">  \$5.99 </div> <div style="text-align: center; margin: 5px;">  \$1.99 </div> <div style="text-align: center; margin: 5px;">  \$5.65 </div> <div style="text-align: center; margin: 5px;">  \$1.05 </div> </div>		<div style="text-align: center;"> 4 Look at the ad. How much is the soap? ↓ </div>
<div style="text-align: center;"> 10 Look at the coin. How much is it?  ↑ </div>			<div style="text-align: center;"> 5 Look at the coin. How much is it?  ↓ </div>
<div style="text-align: center;"> 9 Look at the ad. How much is the shaving cream? ↑ </div>	<div style="text-align: center;"> 8 Look at the coin. How much is it?  ← </div>	<div style="text-align: center;"> 7 Look at the ad. How much is the toilet paper? ← </div>	<div style="text-align: center;"> 6 Look at the ad. How much is the shampoo? ← </div>

Questions and Answers: *Do we need vegetables?*

Grouping	Pairs
Target Language	Vegetables, <i>have, need</i>
Materials	Activity Master 26
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 26, one for every pair.
- Cut each Activity Master copy into ten food picture cards and two recipe cards.

Procedure

1. Put students in like-ability pairs. Give each pair at random two food cards and one recipe card. Shuffle the remaining food cards and place them face down.
2. Students take turns looking at their food cards. Then they look at their recipe card to see if they need the food.
3. Write the following questions and answers on the board:

Do we need _____?

Yes. We need _____.

Do we need _____?

No. We don't need _____.

4. Model the activity. Play the role of Student A. Call on an above-level student to play the role of Student B. Use the recipe card for chicken soup. For example:

A: [Chooses a card and looks at it. It's a picture of carrots.] *Do we need carrots?* [Asks Student B]

B: [Checks recipe card.] *Yes. We need carrots.*

A: [Looks at his second card. It's a picture of peppers.] *Do we need peppers?*

B: [Checks recipe card] *No. We don't need peppers.*

5. Have pairs continue the activity until they have checked off all the food items.
6. When students are finished with the first recipe card, shuffle the food cards and give the pairs a different recipe card and new food cards.

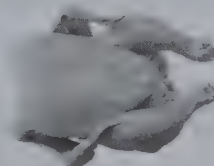
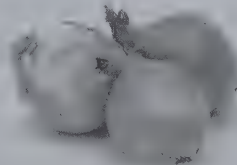
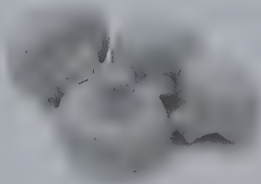
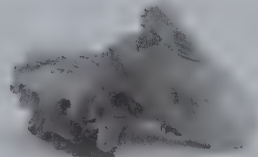
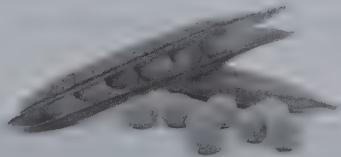
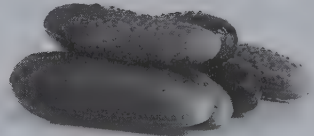
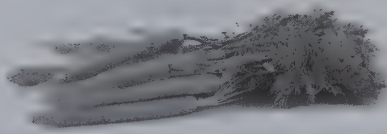
Multilevel Option

Pre-level: To simplify the activity, put pre-level students and above-level students in pairs.

Extension

If some students finish before the rest of the class, have them sit together in a groups of two or four students. Have them write shopping lists for both recipes.

Questions and Answers: *Do we need vegetables?*



Chicken Soup

chicken
potatoes
carrots
onions
peas
mushrooms

Vegetable Soup

carrots
onions
peppers
mushrooms
peas
tomatoes

Find Someone Who: *She likes fruit.*

Grouping	Whole-class mixer
Target Language	Fruit, <i>likes/doesn't like</i>
Materials	Activity Master 27
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 27, one for each student.

Procedure

1. Give a copy of Activity Master 27 to each student.
2. Explain that students are going to walk around the classroom. They will ask and answer *Do you like _____?* in order to complete as many sentences on the Activity Master as possible. Tell students they will have fifteen minutes for the activity.
3. Write the following question and answer on the board:
Do you like apples?
_____ likes apples.
4. Then model the activity. Walk around the classroom asking students *Do you like apples?* until you find a student who likes apples. Write the student's name in the blank to complete the sentence. Write the name in the example on the board.
5. Continue to model the activity. Write the following question and answer on the board:
Do you like bananas?
_____ doesn't like bananas.
6. Circulate during the activity to help students formulate questions correctly.

Multilevel Options

Pre-level: Before asking students to complete the activity, read through all of the sentences together for extra practice.

Extension

Have students write sentences about the fruits they like and don't like.

Variation

Have students do the activity in groups of 4. After 5 minutes, have students report to the class what they learned about their group members.

Find Someone Who: *She likes fruit.*

Name	
	likes apples.
	doesn't like apples.
	likes bananas.
	doesn't like bananas.
	likes pears.
	doesn't like pears.
	likes mangoes.
	doesn't like mangoes.
	likes grapes.
	doesn't like grapes.
	likes cherries.
	doesn't like cherries.

Mix and Match Conversations: Talk about Food

Grouping	pairs
Target Language	Talk about food shopping, items sold, favorite, requesting a restaurant
Materials	Activity Master 28
Class Time	45 minutes

Teacher Preparation

- Copy Activity Master 28, one for each pair of students.
- Cut each copy into twelve cards: one set of white cards and one set of gray cards. Clip each set of cards together.

Procedure

1. Put students in like-ability pairs. Give each pair a set of cards.
2. Tell Student A to shuffle the white cards and tell Student B to shuffle the gray cards. Have each student put his/her cards facing on his/her desk.
3. Explain that students are going to work together to make six different conversations with the cards. Tell students that Speaker A always begins the conversation (white cards).
4. Model the activity. Pull out the first Speaker A white card (marked #1) and read *What do we need from the store?* Ask the class to look for the response in the Speaker B cards (gray cards): *We need a gallon of milk and a loaf of bread.* When a student finds it, have the student call it out so everyone can find it.

5. Tell students to continue in pairs by choosing the next question for Speaker A.

6. Circulate during the activity to make sure students' matched dialogues are correct.

Multilevel Options

Pre-level: Have pre-level students work with only one conversation at a time. In addition, have them copy down the complete (uncut) conversations before trying to put them together.

Extension

If some pairs complete the activity before the rest of the class, have partners take turns picking up card with a question card. The other partner responds in his or her own words.

Mix and Match Conversations: *Talk about Food*

1. A: What do we need from the store?

B: We need a gallon of milk and a loaf of bread.

2. A: Do we need any vegetables?

B: Yes. We need carrots and peas.

3. A: Do we need eggs?

B: No. We have eggs.

4. A: Good morning. Can I take your order?

B: Hi. I'd like cereal and coffee.

5. A: Do you like fruit?

B: I like apples and bananas. I don't like pears.

6. A: Do you like vegetables?

B: Yes. I like carrots and peas.

Picture-based Story: *He likes cereal.*

Grouping	Whole class and then pairs
Target Language	Foods, <i>likes/doesn't like</i>
Materials	Activity Master 29
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 29, one for each student.

Procedure

1. Give a copy of Activity Master 29 to each student.
2. Explain that students are going to fill in the missing words.
3. Make sure students understand the scene: A mother and son are sitting at a table in the kitchen. The son has a bowl of cereal in front of him. He eats cereal for breakfast, lunch, and dinner. He doesn't like anything else.
4. Ask the following questions to get students to talk about the picture:

What food is on the table? (to elicit cereal) Why is the mother unhappy? (to elicit her son eats cereal for breakfast, lunch, and dinner) What foods doesn't the son like? (to elicit pancakes, hamburgers, tacos) What does he eat for lunch? What food doesn't he like? What else doesn't he like?

5. Have students report their ideas to the class. Encourage them to explain what they see in the picture.
6. Have students work in cross-ability pairs to fill in the missing words in the story. Then have them practice reading the story together.

Multilevel Options

Pre-level: Have students copy the story in their notebooks.

Above-level: Have students work with a partner to write about what foods they like and don't like.

Variation

Write the story on an overhead projector transparency. This way you can photocopy the story for the following class and have students reread the text in pairs.

Extension

Above-level students can write a new story about a child who only eats one food.

Picture-based Story: *He likes cereal.*

Jack usually eats _____ for breakfast.

He doesn't like _____.

He usually eats _____ for lunch.

He doesn't like _____.

He usually eats _____ for dinner.

He doesn't like _____.

He eats _____ for breakfast, lunch, and dinner.



Board Game: *What food do you like?*

Grouping	Groups of four
Target Language	Vegetables, fruits, <i>do/don't, does/doesn't, need</i>
Materials	Activity Master 30, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 30, one for every four students.

Procedure

- Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 30, a coin, and two markers.
- Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A puts the words in the correct order to form a question. Student B answers the question with true information. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.

- If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students' answers are correct.

Answer Key

Answers to questions will vary.

- Do you like apples?
- What do you eat for lunch?
- Do you like onions?
- What do you need from the store?
- Do you like peppers?
- Do you like vegetables?
- What do you eat for breakfast?
- Do you like hamburgers?
- What do you eat for dinner?
- Do you eat chicken?
- Do you like coffee?

Board Game: *What food do you like?*

<div>START</div> <div>FINISH</div>	<div>1</div> <p>apples? / you / Do / like</p> <p>→</p>	<div>2</div> <p>for lunch? / eat / What / you / do</p> <p>→</p>	<div>3</div> <p>like / you / Do / onions?</p> <p>↓</p>
<div>11</div> <p>like / coffee? / Do / you</p> <p>↑</p>			<div>4</div> <p>from the store? / do / What / need / you</p> <p>↓</p>
<div>10</div> <p>eat / Do / chicken? / you</p> <p>↑</p>	<div>5</div> <p>peppers? / like / you / Do</p> <p>↓</p>		
<div>9</div> <p>What / for dinner? / you / do / eat</p> <p>↑</p>	<div>8</div> <p>hamburgers? / you / Do / like</p> <p>←</p>	<div>7</div> <p>eat / for breakfast? / you / What / do</p> <p>←</p>	<div>6</div> <p>Do / vegetables? / like / you</p> <p>←</p>

Drawing: *My Apartment*

Grouping	Pairs
Target Language	Rooms of the house, <i>there is, there are, it has</i>
Materials	Activity Master 31
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 31, one for each student.

Procedure

- Put students in like-ability pairs. Give a copy of Activity Master 31 to each student.
- Explain that students are going to draw a picture of their apartment or an imagined apartment and then describe it to their partner. Students will first draw the rooms of their own apartment in the empty box using the word box at the top of the page. Then they will describe the apartment to their partner.
- Model the activity. Play the part of Student A. For example:

A: *There are three rooms. It has a large kitchen.*

B: [Point to a room.] *Is this the living room?*

A: *Yes, and the kitchen is here.* [Points to a room.]

B: *It has one bedroom?*

A: *Yes.*
- Give students 5 minutes to plan and draw their own apartment. Then have them begin describing their apartment to their partners.
- Circulate during the activity to help students to describe their drawings, for example, *The bedroom is next to the kitchen.*

Multilevel Options

Pre-level: Put pre-level students and above-level students in pairs to do the activity.

Above-level: Have students draw their partner's apartments on a blank piece of paper. Then have them compare drawings to see if they match.

Extension

If some pairs finish before the rest of the class, have them write sentences about their partner's apartment. For example:

There is a big kitchen, a small living room, a bathroom, and a bedroom.

Drawing: *My Apartment***Rooms of the House**

kitchen

bathroom

dining room

bedroom

closet

living room

My Apartment

Interview: *Is there a stove?*

Grouping	Pairs
Target Language	Furniture, question formation with <i>Is there/Are there any...?</i> and <i>there is/Isn't, there are/aren't</i>
Materials	Activity Master 32
Class Time	30 minutes

Teacher Preparation

Copy Activity Master 32, one for each student.

Procedure

1. Put students in cross-ability pairs. Give a copy of Activity Master 32 to each student.
2. Explain that the students are going to interview their partners, asking what furniture they have in their home.
3. Write the following on the board:

Is there a stove? Yes No

Yes, there is.

No, there isn't.

Explain that Student B needs to answer the question with true information about his or her home. Student A will put a check in the Yes or No column.

4. Have students look at the paper and follow along as you play the part of Student A. Walk around the classroom and stop at the desk of an above-level student. Ask him or her to play the part of Student B. Then model the dialogue:

A: *Is there a stove?*

B: *Yes, there is.*

or

B: *No, there isn't.*

A: [Put a check mark under either *Yes* or *No*.]

5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of a pre-level student. Ask him or her to play the part of Student B. Ask the student the same question, and give additional support as needed.
6. Explain that after Student B answers all of the questions Student A asks, they reverse roles. Student A will now answer the questions and Student B will ask the questions.
7. Circulate during the activity to help students ask and answer the questions. Make sure they are checking the correct column.

Multilevel Options

Pre-level: During the activity, have pre-level students refer to the model dialogue on the board for support.

Above-level: Challenge above-level students to write sentences about their partner's home.

Extension

Have students create additional questions using other furniture. Have them write their true answers about furniture in their notebooks.

Interview: *Is there a stove?*

Examples:

Is there a stove?
Are there any beds?

Yes, there is.
Yes, there are.

No, there isn't.
No, there aren't.

Question	Yes	No
1. stove		
2. beds		
3. sink		
4. chairs		
5. dishwasher		
6. lamps		
7. refrigerator		
8. sofa		
9. washing machine		
10. tables		
11. dryer		
12. dressers		

Information Gap: *Reading an Apartment Ad*

Grouping	Pairs
Target Language	apartment ads, questions with <i>What's</i> , <i>How much is</i> .
Materials	Activity Master 33
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 33, one for each pair of students.
- Cut each copy in half to make a Student A card and a Student B card. Clip together both cards.

Procedure

1. Put students in cross-ability pairs. Give a copy of Student A's paper to Student A and give a copy of Student B's paper to Student B.
2. Explain that students are going to ask questions to complete the information in the apartment ads.
3. On the board write the question and the apartment ad:

What's the address?

3 bedrooms

4110 Third Avenue

\$825/month

4. Write the question: *What's the address?* on the board. Practice reading the question with the Student As and practice finding the address in the apartment ad with Student Bs. Then have Student Bs practice answering with the correct information from the apartment ad.
5. Play the role of Student A. Call on an above-level student to play the role of Student B.

A: *What's the address?*

B: *4110 Third Avenue.*

A: [Writes 4110 in blank on the apartment ad.]
How much is the rent?

B: *It's \$825 a month.*

A: [Writes \$825 in blank on the apartment ad.]

6. Have pairs continue the activity. Partners should take turns asking questions and filling in the information from the apartment ad. Tell students not to show each other their apartment ads.
7. Circulate during the activity to help students find and report the information from the apartment ads.
8. When pairs have completed their sentences, have them compare their ads. The information in the ads should be the same.

Multilevel Options

Pre-level: Assign a pre-level student to work with an above-level student. Together they will play the part of Student A to provide more support for the pre-level student.

Above-level: If some pairs finish before the rest of the class, have them ask and answer additional questions using the same apartment ads. For example, they could ask *How many bedrooms are there?*

Variation

Complete the Activity Master as a class. Call on individual students to ask the questions and to answer the questions to allow for teacher feedback on pronunciation.

Extension

Give students another copy of the Activity Master. Reverse the roles so Student A becomes Student B and Student B becomes Student A.

Information Gap: *Reading an Apartment Ad***Student A**

1.

Apartment for Rent
3 bedrooms
____ Third Avenue
\$____/month

2.

Apartment for Rent
2 bedrooms
341 Lake Avenue
\$635/month

3.

1 bedroom
____ Brook Drive
\$____/month

4.

1 bedroom
320 Main Street
\$550/month

Student B

1.

Apartment for Rent
3 bedrooms
4110 Third Avenue
\$825/month

2.

Apartment for Rent
2 bedrooms
____ Lake Avenue
\$____/month

3.

1 bedroom
52 Brook Drive
\$750/month

4.

1 bedroom
____ Main Street
\$____/month

Picture-based Story: *Peter's parents are here.*

Grouping	Whole class and then pairs
Target Language	Rooms, apartments, <i>need, want</i>
Materials	Activity Master 34
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 34, one for each student.

Procedure

1. Give a copy of Activity Master 34 to each student.
2. Explain that students are going to answer the questions about the pictures and then write a story.
3. Make sure students understand the scene: Peter and his family live in a small apartment. Peter's parents arrive in the United States. They want to live with Peter and his family. They need a larger apartment because there are six people now. They're looking at a three-bedroom apartment, but it's very expensive.
4. Have students report their ideas to the class. Encourage them to explain what they see in the picture.
5. Put students in cross-ability pairs to discuss the questions on Activity Master 34.
6. Ask the class *What's the story?* Have the class orally develop a storyline.
7. Have students dictate the storyline. Listen to students' ideas, repeat them back rephrasing them in correct English, and then write them on the board.

Multilevel Options

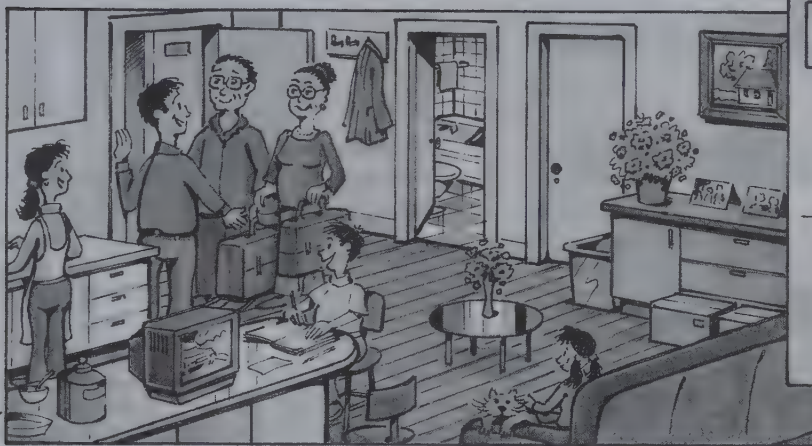
Pre-level: Have pre-level students copy the story in their notebooks. Then divide the group into pairs and have students practice reading the story.

Above-level: While pre-level students are copying the story, have above-level students write comprehension questions about the story to ask the class.

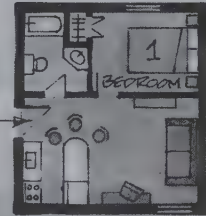
Variation

Write the class story on an overhead projector transparency in order to photocopy the story for the following class and have students read the text again in pairs.

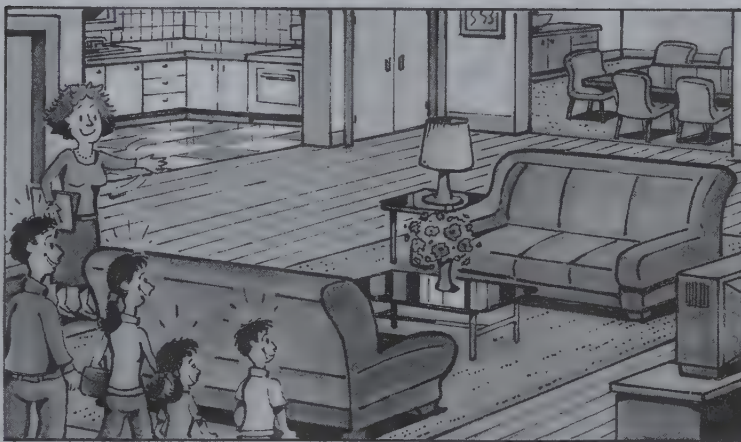
Picture-based Story: *Peter's parents are here.*



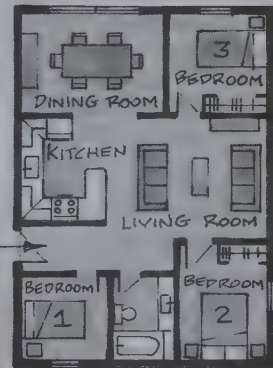
1-bedroom apt.
Rent : \$ 700



- Who wants to live with Peter and his family?
- Who lives in the apartment?
- Is the apartment big?



3-bedroom apt.
Rent : \$ 1300



- What do they need?
- Is this apartment large?
- Is this apartment expensive?

1. CLASS. Read the questions. Talk about the pictures.

2. PAIRS. Discuss the questions.

Board Game: *Talk About the Apartment*

Grouping	Groups of four
Target Language	Furniture, rooms, <i>yes/no</i> questions with <i>Is there/Are there</i> , questions with <i>How much/What is</i>
Materials	Activity Master 35, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

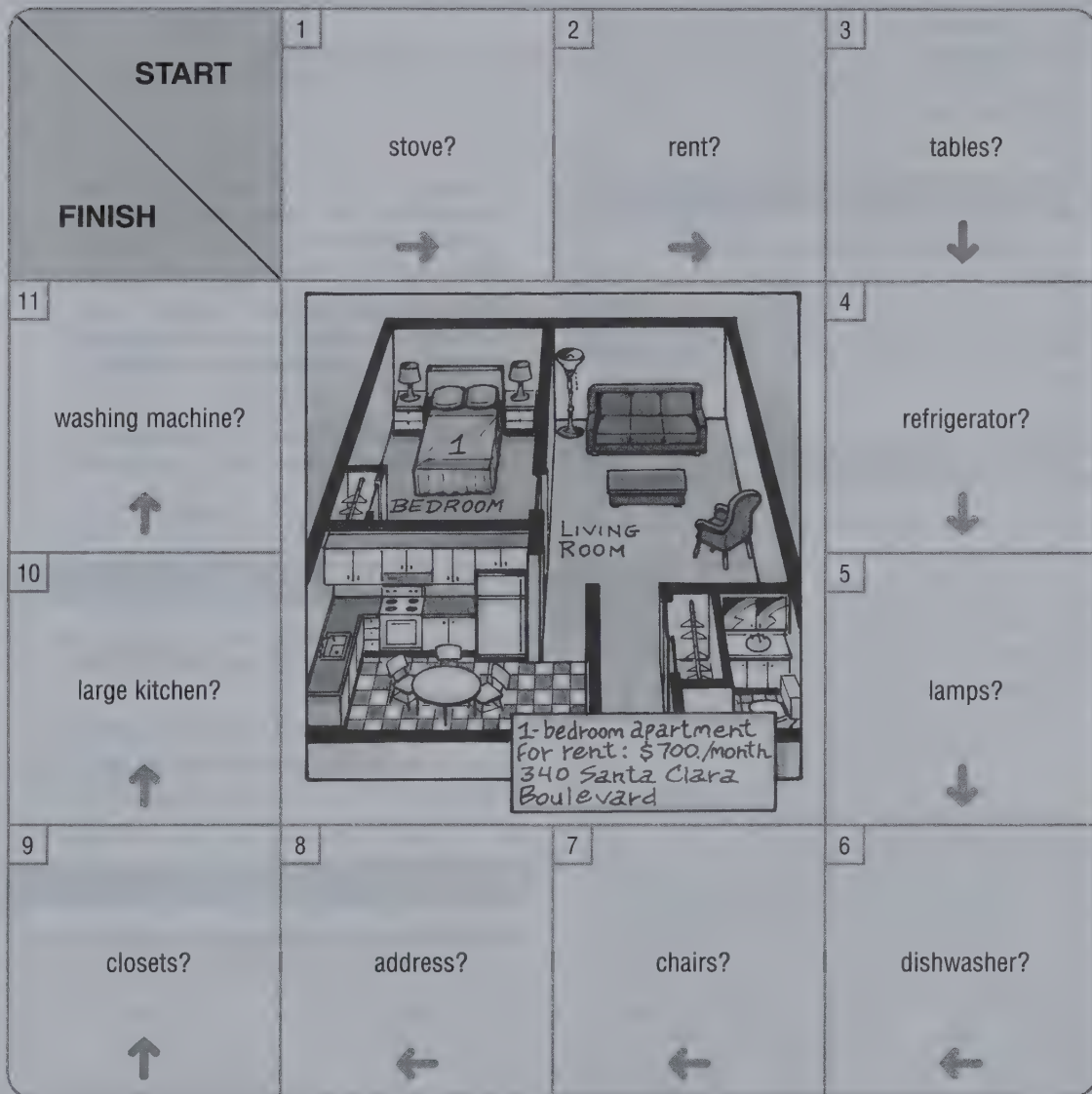
Copy Activity Master 35, one for every four students.

Procedure

- Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 35, a coin, and two markers.
- Explain that the students are going to play a board game. They will read the prompt and ask a question about the prompt. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the prompt and forms a question using *Is there*, *Are there*, or *What is*; for example, *Is there a stove?* Student B looks at the apartment ad and answers that question, saying *Yes, there is*. Pair 2 listens to make sure Pair 1’s answer is correct.
 - If Pair 1’s answer is correct, Pair 2 takes a turn.
 - If Pair 1’s answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.

- If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students’ answers are correct.

Answer Key
<ol style="list-style-type: none">Is there a stove? Yes, there is.What is the rent? \$700 a month.Are there any tables? Yes, there are. (There’s a table in the living room / kitchen)Is there a refrigerator? Yes, there is.Are there any lamps? Yes, there are three lamps.Is there a dishwasher? No, there isn’t.Are there any chairs? Yes, there are three chairs in the kitchen and one chair in the living room.What is the address? 340 Santa Clara Boulevard.Are there any closets? Yes, there are two closets.Is there a large kitchen? (answers will vary)Is there a washing machine? No, there isn’t.

Board Game: *Talk About the Apartment*

Build a Sentence: *Do you have these pants?*

Grouping	Pairs
Target Language	Sentences with <i>this</i> and <i>these</i> , clothing sizes and clothing vocabulary
Materials	Activity Master 36
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 36, one for each pair of students.
- Cut each copy into sixteen cards—one set of white cards and one set of gray cards. Clip each set of cards together.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards.
2. Tell Student A to shuffle the white cards and tell Student B to shuffle the gray cards. Have each student put his/her cards faceup on his/her desk.
3. Explain that the students are going to work together to make eight correct sentences or questions with the cards.
4. Tell students that the white cards are sentence or question beginnings and the gray cards are sentence or question endings.
5. Model the correct grammar structure of *this/that* and *these/those*. Explain to students that *this* and *that* go with a singular noun and *these* and *those* go with a plural noun.
6. Model the activity. Assemble a white card and a gray card into a correct sentence or question and read it aloud.
7. Write the following words on the board:

Do you have this T-shirt in a large?

8. Explain to students that these words go together because they form a grammatically correct question. Tell students to assemble the same question with their cards.
9. Tell students to continue to assemble correct sentences or questions. When students have finished, have them write the sentences or questions in their notebooks.
10. Circulate during the activity to make sure students' matched sentences or questions are correct.

Multilevel Options

Pre-level: Cut out and distribute sentences 1 to 3 to limit the number of options. Have students complete the sentences.

Above-level: Have above-level students use the gray cards to write complete sentences without looking at the white cards.

Extension

Have students practice writing sentences using *this/that* and *these/those* to talk about the clothing they are wearing.

Build a Sentence: *Do you have these pants?*

1. Do you have this

T-shirt in a large?

2. These sneakers

are a size 10.

3. Do you have these

pants in a small?

4. That dress

is a medium.

5. We have

this jacket in an extra large.

6. Do you have

those jeans in a large?

7. I need that skirt

in a size 12.

8. This shirt is

a small.

Survey: *What color is your shirt?*

Grouping	Whole-class mixer
Target Language	colors, clothing, <i>is/are</i>
Materials	Activity Master 37
Class Time	30 minutes

Teacher Preparation

Copy Activity Master 37, one for each student.

Procedure

1. Give a copy of Activity Master 37 to each student.
2. Explain that the students are going to sit back-to-back in pairs. They will ask and answer questions in order to complete the chart on Activity Master 37. They will interview four partners.

3. Write the following question and answers on the board:

What color is your shirt?

What color are your pants?

What color are your shoes?

_____ *is wearing* _____.

4. Have a student come to the front of the room and sit back-to-back with you. Ask the first question on the board, playing the part of Student A. Then model the dialogue:

A: *What color is your shirt?*

B: *Blue.*

A: *What color are your pants?*

B: *Black.*

A: [Write the name of the student and the clothing items on the line on the board.]
Anita is wearing a blue shirt and black pants.

5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of a pre-level student. Ask him or her to play the part of Student B. Ask the student the same questions but give additional support as needed.
6. Circulate during the activity to help students ask and answer the questions. Make sure they are using an article (*a* or *an*) for singular items and using *-s* for plural ones. Make sure that students are including a color in each answer.

Multilevel Options

Pre-level: Before beginning the activity, have students review the clothing vocabulary.

Above-level: Have students write the sentences without using the word box for support.

Extension

Challenge above-level students to write a summary of their classmates' answers, for example, *Three students are wearing black*, etc.

Survey: *What color is your shirt?*

red

green

white

pink

blue

black

orange

beige

yellow

brown

purple

gray

Name

Clothes

1. _____ is wearing _____

2. _____ is wearing _____

3. _____ is wearing _____

4. _____ is wearing _____

Matching: *What's the problem?*

Grouping	Whole-class mixer
Target Language	Problems with clothes, <i>too</i> + adjective
Materials	Activity Master 38
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 38. Make two copies of Activity Master 38 if you have up to sixteen students. If you need more, make sure you have duplicates of each picture you use.
- Cut each copy into eight cards.

Procedure

1. Give one card to each student at random. Have students look at the picture on the card.
2. Explain that students are going to walk around the classroom, asking and answering questions in order to find a matching card. Tell students not to show their card to anyone. They will have 15 minutes for the activity.

3. Write the following question on the board:

What's the problem?

4. Model the activity. Play the part of Student A.
For example:

A: [Looks at card—a picture of shoes that are too small.] *What's the problem?*

B: [Looks at his or her card. It has a picture of a shirt that is too small.] *My shirt is too small.*
[To the teacher] *What's the problem?*

A: *My shoes are too small.* [Questions another student until he or she finds the matching card.]

5. Circulate during the activity to make sure students are not showing anyone their cards and are forming correct sentences.

6. When students find a match, give them each another card to continue the activity.

Multilevel Option

Pre-level: Before the activity, have pre-level students write the problems in their notebooks.

Extension

Have students draw their own pictures of people with clothing problems. Have them write sentences about the picture or tell a partner about the picture.

Matching: *What's the problem?*

Picture-based Story: *He needs new clothes.*

Grouping	Whole class and then pairs
Target Language	Clothes, problems with clothes, <i>need</i>
Materials	Activity Master 39
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 39, one for each student.

Procedure

1. Give a copy of Activity Master 39 to each student.
2. Explain that students are going to look at the picture and answer the questions with a partner.
3. Make sure students understand the scene: A teenager is shopping with his mother at the store. He is wearing clothes that do not fit well. His mother is holding a sweater for him to look at that is too small.
4. Ask the following questions to get students to talk about the picture:

Is the boy at school? Is he at home? Is he at the store? Is he with his father? Is he with his mother? Is his T-shirt too big? Are his pants too long? Is the sweater too small? What does his mother think of his clothes? What does her son think of his clothes?

5. Have students report their ideas to the class. Encourage them to explain what they see in the picture.
6. Have students work in cross-ability pairs to discuss the questions.
7. Have pairs come up with solutions to the clothing size problems that they see in the picture.

Multilevel Options

Pre-level: Have students write down the articles of clothing that they see in the picture.

Above-level: Have students work with a partner to write answers to the questions.

Extension

Have students draw their own pictures of people with clothing problems. Have them write sentences about the picture or tell a partner about the picture.

Picture-based Story: *He needs new clothes.*

Look at the picture. Answer the questions.

- What is the problem with his jeans?
- Is his T-shirt too small?
- What does he need?
- What is the problem with the sweater?

1. **CLASS.** Read the questions. Talk about the picture.

2. **PAIRS.** Answer the questions.

Board Game: *Shopping for Clothes*

Grouping	Groups of four
Target Language	Clothing vocabulary and colors
Materials	Activity Master 40, a coin, two markers for each group
Class Time	35 minutes


Teacher Preparation

Copy Activity Master 40, one for every four students.

Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 40, a coin, and two markers.
2. Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question with true information. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
3. Circulate during the activity to make sure students' answers are correct.

Board Game: *Shopping for Clothes*

<div>START</div> <div>FINISH</div>	<div>1</div> <p>Do you need a new sweater?</p> <p>→</p>	<div>2</div> <p>Do you need socks?</p> <p>→</p>	<div>3</div> <p>What color is your shirt?</p> <p>↓</p>
<div>11</div> <p>Is your shirt too small?</p> <p>↑</p>			<div>4</div> <p>What color are your shoes?</p> <p>↓</p>
<div>10</div> <p>What are you wearing?</p> <p>↑</p>	<div>5</div> <p>What color is your favorite jacket?</p> <p>↓</p>		
<div>9</div> <p>Do you need new pants?</p> <p>↑</p>	<div>8</div> <p>Say what one classmate is wearing.</p> <p>←</p>	<div>7</div> <p>What is your favorite color?</p> <p>←</p>	<div>6</div> <p>What color is your favorite T-shirt?</p> <p>←</p>

Find Someone Who: *What do you do in your free time?*

Grouping	Whole-class mixer
Target Language	Free-time activities
Materials	Activity Master 41
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 41, one for each student.

Procedure

1. Give a copy of Activity Master 41 to each student.
2. Explain that students are going to walk around the classroom. They will ask *What do you do in your free time?* and answer it in order to complete as many sentences on Activity Master 41 as possible. Tell students they will have 15 minutes for the activity.
3. Write the following sentences on the board:
What do you do in your free time?
 _____ watches TV.
4. Then model the activity. Walk around the classroom asking students *What do you do in your free time?* until you find a student who watches TV. Write the student's name to complete the first sentence. Write the name in the example on the board.
5. Circulate during the activity to help students formulate questions correctly.

Multilevel Option

Pre-level: Read through all of the sentences together for extra practice before asking students to complete the activity.

Above-level: Have students add other activities to the chart and ask each other about them.

Extension

Have students write sentences about all of the activities they do.

Find Someone Who: *What do you do in your free time?*

Name	
	watches TV.
	exercises.
	visits friends.
	goes to the movies.
	plays the guitar.
	listens to music.
	plays soccer.
	reads a newspaper.
	uses e-mail.

Matching: *Are you walking the dog?*

Grouping	Whole-class mixer
Target Language	Household chores, present continuous, <i>yes/no</i> questions
Materials	Activity Master 42
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 42. Make one copy for a class of sixteen. For larger classes make sure there is a picture and corresponding gray card for every two students.
- Cut the copy into sixteen cards—8 picture cards and 8 word cards.

Procedure

1. Give each student a card at random. Have students look at the picture or read the words on their cards.
2. Explain that students are going to walk around the classroom. They will ask a question, using either the picture or the word cues on their cards. They will match a picture to a word card. Tell students not to show their cards to anyone. They will have 15 minutes for the activity.

3. Write the following question and answers on the board:

Are you walking the dog?

Yes, I am.

or

No, I'm not.

4. Model the activity. Play the part of Student A. Call on an above-level student to play the part of Student B and ask *Are you walking the dog?*

A: *Are you walking the dog?*

B: [Student looks at card and answers] *Yes, I am*
or *No, I'm not.*

Continue to ask students until you find the student with the matching card.

5. Explain to the students that the picture and sentence card make a match because they represent the same household chore.
6. Have students walk around the classroom and look for their match. They need to ask one another the questions using the present continuous tense.
7. Circulate during the activity to make sure students are not showing anyone their cards. Help students form questions and answer questions as needed.
8. Have students sit down next to one another when they find their match.
9. When all students have found their match, have them read the questions and answers aloud.

Multilevel Option

Pre-level: Before beginning the activity, have pre-level students write out the questions.

Variation

Cut up the Activity Master for a pair of students or a small group. Have students work together to match the household chores.

Matching: *Are you walking the dog?*

walk the dog



clean the house



make dinner



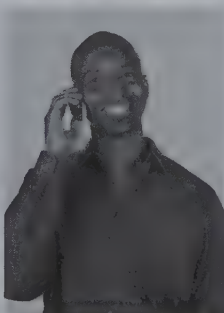
pay bills



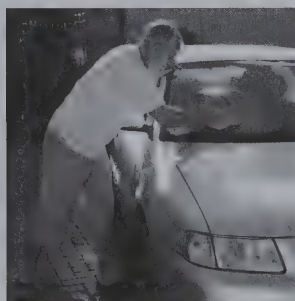
do the laundry



take out the garbage



talk on the phone



wash the car

Picture-based Story: *Where is Max?*

Grouping	Whole class and then pairs
Target Language	Present continuous negative, workplace activities
Materials	Activity Master 43
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 43, one for each student.

Procedure

1. Give a copy of Activity Master 43 to each student.
2. Explain that students are going to look at the picture and complete the speech bubbles with a partner.
3. Make sure students understand the scene: A restaurant owner comes to visit her restaurant and is very unhappy with the workers. She is asking the manager if they are doing their jobs.
4. Ask the following questions to get students to talk about the picture:

Is Max helping a customer? Is Max looking for something? Is Max on the phone? Is Carla helping customers? Is Carla taking orders? Is Carla taking a break? Is the owner happy?

5. Have students report their ideas to the class. Encourage them to explain what they see in the picture.
6. Have students work in cross-ability pairs to complete the speech bubbles.
7. After students complete the speech bubbles, have them read the conversation to each other.

Multilevel Options

Pre-level: Have students write down what the workers in the picture are doing.

Above-level: Have students write down what the workers are not doing.

Extension

Have students write about what they do and don't do at their own jobs.

Picture-based Story: *Where is Max?*

1. CLASS. Talk about the picture.
2. PAIRS. Complete the conversation.

Information Gap: *Writing a Message*

Grouping	Pairs
Target Language	Phone messages
Materials	Activity Master 44
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 44, one for each pair of students.
- Cut each copy of the phone message and questions. Clip together both parts.

Procedure

1. Put students in cross-ability pairs. Give a copy of Student A's phone message to Student A, and give a copy of Student B's phone message to Student B.
2. Explain that students are going to fill in their phone messages by asking each other questions.
3. On the board write *What is the date?* Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:

A: *What is the date?*

B: *It's August 8.*

Instruct all Student As to write in the date in the correct place on their phone messages.

4. Continue to model the activity. Choose another above-level student to play the role of Student B.

A: *Who is the caller?*

B: *It's for Lucy Smith.*

5. Have pairs continue the activity. Partners should take turns asking questions and filling in the information on their phone messages. Tell students not to show each other their phone messages.
6. Circulate during the activity to help students read their phone messages and to help them answer the questions.
7. When pairs have completed their phone messages, have them compare them. Both phone messages should be the same.

Multilevel Option

Pre-level: Have pre-level students work with an above-level student and complete the phone message together for support.

Extension

If some pairs finish before the rest of the class, students could switch roles and repeat the activity.

Information Gap: *Writing a Message*

Student A

Date August Time 9:50 AMFor Mrs. Elaine White**While You Were Out**Caller Lucy

Phone _____

Message: _____ to work

today. She's sick.Date July 5 Time 2:45 PMFor Mr. Martin Park**While You Were Out**Caller Randy MoePhone 718-555-2589Message: He's coming to work late today.What is the date?
Who is the caller?What is the phone number?
What is the message?

Student B

Date August 8 Time 9:50 AMFor Mrs. Elaine White**While You Were Out**Caller Lucy SmithPhone 561-555-4567Message: She's not coming to worktoday. She's sick.Date July Time 2:45 PMFor Mr. Martin Park**While You Were Out**Caller Randy

Phone _____

Message: _____ today.

What is the date?
Who is the caller?What is the phone number?
What is the message?

Board Game: *What are they doing?*

Grouping	Groups of four
Target Language	Activities, present continuous
Materials	Activity Master 45, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 45, one for every four students.


Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 45, a coin, and two markers.
 2. Explain that the students are going to play a board game. They will be making sentences from the prompts in the boxes. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the prompts aloud. Student B makes a sentence in the present continuous using the prompts; for example, *Jack and Sam are exercising*. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 3. Circulate during the activity to make sure students' answers are correct.
- If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.

Answer Key

1. Jack and Sam are exercising.
2. We are (We're) watching TV.
3. Mrs. Santos is making dinner.
4. I am (I'm) cleaning the house.
5. They are (They're) talking on the phone.
6. My father is working on the computer.
7. Tom is taking orders.
8. Ron is playing the guitar.
9. Marie is listening to music.
10. The girls are playing soccer.
11. Mrs. Blake is reading the newspaper.

Board Game: *What are they doing?*

START FINISH	1 Jack and Sam / exercise. →	2 We / watch TV. →	3 Mrs. Santos / make dinner. ↓
	11 Mrs. Blake / read the newspaper. ↑		4 I / clean the house. ↓
10 The girls / play soccer. ↑	5 They / talk on the phone. ↓		
9 Marie / listen to music. ↑	8 Ron / play the guitar. ←		7 Tom / take orders. ←

Drawing: *Our City*

Grouping	Pairs
Target Language	Places in the community, <i>between/across from</i>
Materials	Activity Master 46
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 46, one for each student.

Procedure

1. Give a copy of Activity Master 46 to each student.
2. Put students in similar-ability pairs.
3. Explain that students are going to complete a map by labeling the places in the community. Then they will describe their map to their partners. The partners will listen and label the places on the second map.
4. Give students 10 minutes to fill in their own maps in the box labeled *My Map*. Then they will take turns describing their maps to each other so their partners can complete the map labeled *My Partner's Map*.
5. On the board, write the words *post office*, *library*, *supermarket*, *drugstore*, *gas station*, *restaurant*, and *school*. Review their meanings if necessary. Then write *between* and *across from* on the board. Walk to different locations in the classroom and ask *Am I between _____ and _____? Am I across from _____?*
6. Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity. Draw two boxes on the board. Draw a map in the left box using the words given. Have Student B turn away from the board while you draw the map. Label one of the places *library*. Then have Student B draw a map in the right box as you describe. For example:

A: *The library is across from the park.*

B: *Here?* [Points to the empty space across from the park]

A: *Yes.* [No if Student B pointed to the incorrect place]

7. Continue to model the activity following the examples from above.
8. After students have drawn their own maps, have them describe their maps to their partners. They will have a total of 20 minutes.
9. Circulate during the activity to help students give directions and ask clarifying questions when the drawings don't match; for example, *Where is the school?*
10. After pairs have drawn each other's maps, have them compare their drawings to check their information. The placement of places in the community should be the same.

Multilevel Options

Pre-level: Have a pre-level student work with an above-level student for extra support.

Above-level: Suggest that above-level students add other places in the community to their maps, such as City Hall and the police station.


Extension


If some pairs finish before the rest of the class, have them write sentences using *across from* and *between*.


Drawing: *Our City*


- post office library supermarket drugstore gas station restaurant school

My Map













MAIN STREET












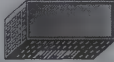
Park

My Partner's Map













MAIN STREET









Park

Find Someone Who: *How do you get to school?*

Grouping	Whole-class mixer
Target Language	Types of transportation
Materials	Activity Master 47
Class Time	20 minutes

Teacher Preparation

Copy Activity Master 47, one for each student.

Procedure

1. Give a copy of Activity Master 47 to each student.
2. Explain that students are going to walk around the classroom. They will ask *How do you get to _____?* and answer it in order to complete as many sentences on the Activity Master as possible. Tell students they will have 15 minutes for the activity.
3. Write the following sentences on the board:
How do you get to school?
_____ *walks to school.*
_____ *drives to school.*
4. Then model the activity. Walk around the classroom asking students *How do you get to school?* until you find a student who walks or drives to school. Write the student's name to complete the first sentence. Write the name in the example on the board.
5. Make sure that students understand that they will also ask questions about getting to the supermarket and the bank. (*How do you get to the supermarket / bank?*)
6. Circulate during the activity to help students formulate questions correctly.

Multilevel Option

Pre-level: Before asking students to complete the activity, read through all of the sentences together for extra practice.

Extension

Have students write sentences about other places they go to and how they get there.

Find Someone Who: *How do you get to school?*

Name	
	walks to school.
	drives to school.
	takes the bus to school.
	takes the train to school.
	walks to the supermarket.
	drives to the supermarket.
	walks to the bank.
	drives to the bank.
	takes the bus to the bank.
	takes a taxi to the bank.

Map Game: *Giving and Following Directions*

Grouping	Pairs
Target Language	Directions
Materials	Activity Master 48
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 48, one for each pair of students.
- Cut each copy into four cards and the map. Clip each set of cards together.

Procedure

1. Put students in like-ability pairs. Give each pair a set of cards and a map.
2. Explain that the students are going to take turns picking up a card and reading the directions on the card. The partner listens to the directions and follows them with his/her finger to find the building on the map.
3. Draw the map from the Activity Master on the board.
4. Play the part of Student A. Call on an above-level student to play the part of Student B, then model the activity. For example:
 - A: [picks up a card, reads the first sentence on the card] *Go straight one block.*
 - B: [Listens to the directions and follows them with his/her finger.]
 - A: [Reads Step 2 on the card.] *Turn right on Second Avenue.*
 - B: [Listens to the directions and follows them with his/her finger.]

A: [Reads Step 3 on the card.] *Go straight two blocks.*

B: [Listens to the directions and follows them with his/her finger.]

A: [Reads Step 4 on the card.] *Turn right. It's on the corner of Second Avenue and Park Street. Where are you?*

B: [Listens to the directions and follows them with his/her finger. The student will be at the hospital.] *I'm at the hospital.*

5. Explain to students that they will continue the activity with their partners using the other cards. Have the students reverse roles after all four buildings have been located on the map.
6. Circulate during the activity to help students read the cards and follow the directions.

Multilevel Options

Pre-level: Have pre-level students work with an above-level student to follow the directions.

Above-level: Have above-level students use the same buildings or draw new buildings on the map to create additional directions to read and follow.

Variation

Have students do the activity in groups of four or as a whole class.

Map Game: *Giving and Following Directions*



1. Go straight one block.
2. Turn right on Second Avenue.
3. Go straight two blocks.
4. It's on the corner of Second Avenue and Park Street. Where are you?

1. Go straight two blocks.
2. Turn right on First Avenue.
3. Go straight two blocks.
4. Turn right.
5. It's on Park Street. Where are you?

1. Go to corner of Maple Street and Third Avenue.
2. Turn left on Third Avenue.
3. Go one block.
4. It's on the corner of Main Street and Third Avenue. Where are you?

1. Go straight one block.
2. Turn right on Second Avenue.
3. Go straight one block.
4. It's on the corner of Main Street and Second Avenue. Where are you?

Picture-based Story: *Is there a gas station near here?*

Grouping	Whole class and then pairs
Target Language	Places in the community <i>need, want</i>
Materials	Activity Master 49
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 49, one for each student.

Procedure

1. Give a copy of Activity Master 49 to each student.
2. Explain that students are going to answer the questions and then tell a story about the picture on Activity Master.
3. Make sure students understand the scene: A man needs gas. He doesn't know where a gas station is. He sees a woman nearby walking a dog. He wants to ask her where a gas station is.
4. Put students in cross-ability pairs and have them answer the questions on the Activity Master.
5. Have students report their ideas to the class. As they describe the story, write their sentences on the board, correcting any grammatical mistakes.
6. Have students copy the story into their notebooks.

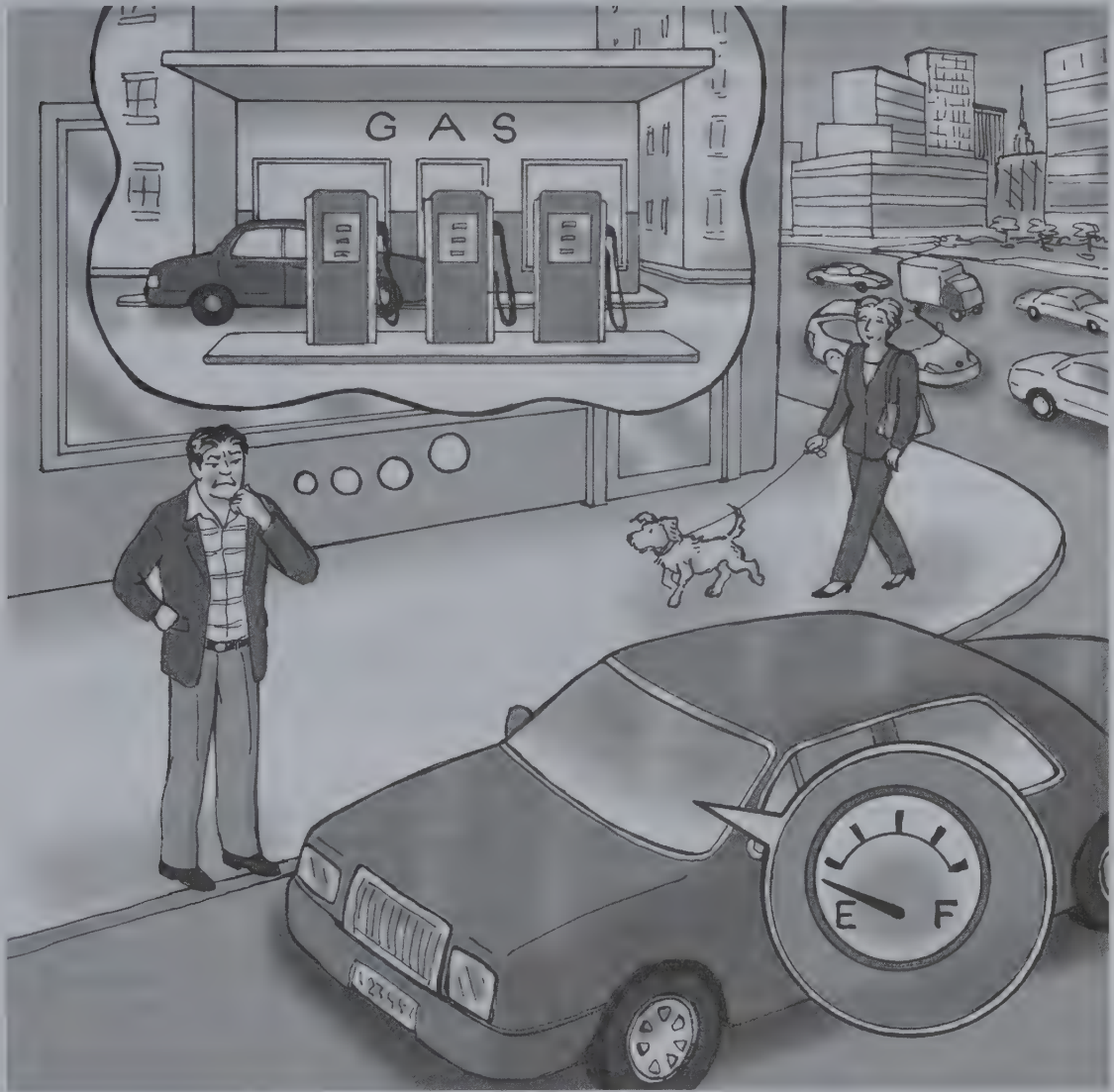
Multilevel Options

Pre-level: Have students copy the story in their notebooks.

Above-level: Have students work with a partner to write a story about the picture.

Variation

Write the story on an overhead projector transparency. This way you can photocopy it for the following class and have students reread the text in pairs.

Picture-based Story: *Is there a gas station near here?*

Look at the picture. Answer the questions.

- What is the man doing?
- What does the man need?
- Where does he need to go?
- What is the woman doing?
- What does he ask the woman?

Board Game: *Places in the Community*

Grouping	Groups of four
Target Language	Questions with <i>Where's the</i> and <i>Is there</i> , traffic signs
Materials	Activity Master 50, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 50, one for every four students.

Procedure

1. Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 50, a coin, and two markers.
2. Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question, using the map. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.

- If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
- The first pair to reach FINISH wins.

3. Circulate during the activity to make sure students' answers are correct.

Answer Key

1. It's on the corner of First Street and Grand Avenue.
2. It's on Third Street/It's on the corner of Third Street and Main Avenue.
3. A school.
4. It's on Second Street/It's on the corner of Second Street and Main Avenue.
5. Yes, there is.
6. Yes, it is.
7. Yes, there is.
8. It's on the corner of Central Avenue and Second Street.
9. Yes, there is.
10. No, it isn't
11. Yes, there is.

Board Game: *Places in the Community*

<div><div>START</div><div>FINISH</div></div>	1	2	3
	Where is the hospital?	Where is the computer store?	What's across the street from the parking lot?
	→	→	↓
11	<div><div><div><div><div>Bank</div><div>Drugstore</div><div>Hospital</div></div><div><div>Gas station</div><div>Post Office</div><div>Parking lot</div></div><div><div>Supermarket</div><div>Computer store</div><div>School</div></div><div><div>ATM</div><div>Restaurant</div></div></div><div><div>CENTRAL AVENUE</div><div>MAIN AVENUE</div><div>GRAND AVENUE</div></div><div><div>FIRST STREET</div><div>SECOND STREET</div><div>THIRD STREET</div></div></div></div>		4
Is there a supermarket near the gas station?			Where is the restaurant?
↑			↓
10			5
Is the computer store on Grand Avenue?			Is there an ATM near the computer store?
↑			↓
9	8	7	6
Is there a no-left-turn sign on Grand Avenue?	Where is the gas station?	Is there a stop sign on the corner of Main Avenue and First Street?	Is Second Street one way?
↑	←	←	←

Miming: *Medical Instructions*

Grouping	Pairs
Target Language	Medical instructions at a checkup
Materials	Activity Master 51
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 51, one for each pair of students.
- Cut each copy into six cards. Clip each set of cards together.

Procedure

1. Put students in pairs. Give each pair a set of cards.
2. Explain that the partners are going to take turns picking up a card and reading the medical instructions on the card. They will take turns listening and following the medical instructions.
3. Model the activity. Play the part of Student A. Call on an above-level student to play the part of Student B. For example:
 - A: [Picks up a card and reads the medical instructions] *Take off your jacket. Sit on the table. Roll up your sleeves.*
 - B: [Pantomimes taking off his or her jacket, sitting on the table, rolling up his or her sleeves.]
4. Have students continue the activity, switching roles after every card.
5. Circulate during the activity to help students read the cards and follow the medical instructions in order.

Multilevel Options

Pre-level: Have pre-level students work with an above-level student.

Above-level: After they have practiced performing the instructions, have students write down the medical instructions in order.

Variation

Have students play the game as a class or in groups of four. The first person to perform the medical instructions in order is the winner.

Miming: *Medical Instructions*

1. Take off your jacket.
2. Sit on the table.
3. Roll up your sleeves.

1. Step on the scale.
2. Breathe in.
3. Look straight ahead.

1. Sit on the table.
2. Open your mouth.
3. Breathe out.

1. Look straight ahead.
2. Breathe in.
3. Breathe out.

1. Breathe out.
2. Lie down.
3. Open your mouth.

1. Take off your jacket.
2. Breathe in.
3. Roll up your sleeves.

Questions and Answers: *What's the matter?*

Grouping	Pairs
Target Language	Common health problems and suggestions with <i>should</i>
Materials	Activity Master 52
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 52, one for each pair.
- Cut the six picture cards in each copy. Clip each set of cards together.

Variation

Cut up the Activity Master for a small group. Have students work together to discuss different suggestions for each health problem.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards and a box of Suggestions. Place the picture cards in a pile facedown. Have students take turns picking a card from the pile and then choosing the advice from the box of Suggestions.
2. Explain that students will ask each other what their “problem” is and then give advice.
3. Write the following on the board:
What's the matter?
You should get a lot of rest.
4. Play the role of Student A. Call on an above-level student to play the role of Student B. Give that student the picture card of a person with a cold.
A: *What's the matter?*
B: [Looks at the picture on his card.]
I have a cold.
A: [Looks at the list of suggestions.]
You should get a lot of rest.
5. Have students continue the activity. They should alternate with their partners describing the problem and giving advice.

Questions and Answers: *What's the matter?*

Suggestions

drink a lot of fluids

stay home from work

take an aspirin

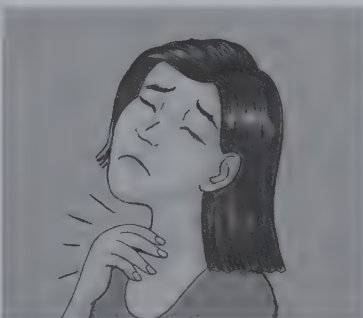
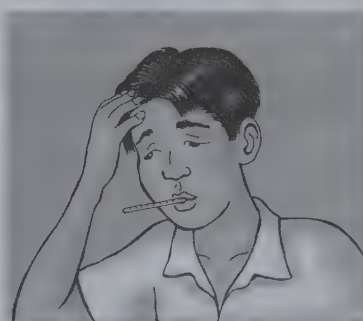
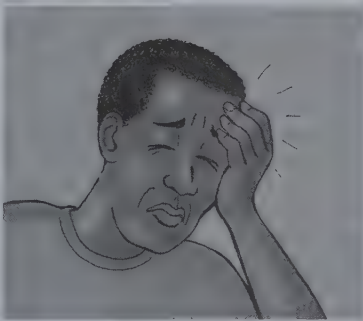
get a lot of rest

exercise

drink tea

lie down

listen to music



Picture-based Story: *What's your emergency?*

Grouping	Pairs and then whole class
Target Language	Emergencies and addresses
Materials	Activity Master 53
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 53, one for each student.

Procedure

1. Give a copy of Activity Master 53 to each student.
2. Explain that students are going to look at the picture and answer the questions.
3. Make sure students understand the scene: There is smoke coming out of a window of an apartment building. The building is on fire. A woman on the street sees the fire. She is calling 911. The 911 operator is speaking with her.
4. Ask the following questions to get students to talk about the picture.

What's the problem in the picture? (to elicit There is a building on fire.) Is it an emergency? What do you think she is doing? What should she say?

5. Put students in cross-ability pairs to discuss the questions on the Activity Master.
6. Have students report their ideas to the class.

Multilevel Options

Pre-level: Have pre-level students copy the questions in their notebooks. Then put them in pairs and have them write answers to the questions.

Above-level: Have above-level students write the conversation between the woman and the 911 operator. Then they can practice it.

Variation

Write the questions on an overhead projector transparency. This way you can write the suggested answers on the board.

Picture-based Story: *What's your emergency?*

Look at the picture. Answer the questions.

- What is the woman doing?
- Why?
- What is she saying?

Matching: *Reading Directions on a Label*

Grouping	Pairs
Target Language	Matching medicine label information
Materials	Activity Master 54
Class Time	25 minutes

Teacher Preparation

- Copy Activity Master 54, one for each pair of students.
- Cut each copy into 12 cards—six picture cards and six words cards. Clip each set of cards together.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards.
2. Tell Student A to shuffle the picture cards and tell Student B to shuffle the word cards. Have each student put his or her cards faceup on his or her desk.
3. Explain to students that they are going to work together to match the picture and word cards.
4. Model an example. Choose a picture card of three capsules. Write the following on the board

Take 3 capsules.

5. Explain to students that these are a match because the instruction matches the picture.

6. Put students in cross-ability pairs to continue finding the matches.

7. Circulate during the activity to make sure students' matches are correct.

Multilevel Option

Pre-level: Before doing the activity, have students write down the vocabulary in the picture cards.

Matching: *Reading Directions on a Label*

Take 3 capsules.



Take 2 tablets.



Take 2 teaspoons.



Take 1 teaspoon.



Take every 4 hours.



Take twice a day.

Board Game: *Medical Instructions*

Grouping	Groups of four
Target Language	Medicine label information and body parts
Materials	Activity Master 55, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 55, one for every four students.

Procedure





- Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 55, a coin, and two markers.
- Explain that the students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the prompts aloud. Student B unscrambles the words to make a correct sentence. Pair 2 listens to make sure Pair 1's answer is correct.
 - If Pair 1's answer is correct, Pair 2 takes a turn.
 - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.

- If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students' answers are correct.

Answer Key

- Take off your jacket.
- You should take an aspirin.
- Look straight ahead.
- He has a headache.
- You should stay home from work.
- My leg hurts.
- You should drink plenty of fluids.
- Open your mouth.
- My head hurts.
- Please lie down.
- Roll up your sleeves.

Board Game: *Medical Instructions*

<div>START</div> <div>FINISH</div>	<div>1</div> <p>your / off / jacket. / Take</p> <p>→</p>	<div>2</div> <p>should / You / an aspirin. / take</p> <p>→</p>	<div>3</div> <p>straight / Look / ahead.</p> <p>↓</p>
<div>11</div> <p>up / your / Roll / sleeves.</p> <p>↑</p>			<div>4</div> <p>a / has / He / headache.</p> <p>↓</p>
<div>10</div> <p>lie / Please / down.</p> <p>↑</p>			<div>5</div> <p>stay / from work. / home / You / should</p> <p>↓</p>
<div>9</div> <p>head / My / hurts.</p> <p>↑</p>	<div>8</div> <p>mouth. / Open / your</p> <p>←</p>	<div>7</div> <p>should / You / drink / plenty of fluids.</p> <p>←</p>	<div>6</div> <p>leg / hurts. / My</p> <p>←</p>

Matching: *What do you do?*

Grouping	Whole-class mixer
Target Language	Jobs, <i>Wh-</i> questions with <i>do</i>
Materials	Activity Master 56
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 56, one for every twelve students. If your class is larger than twelve, make sure that there is a white and corresponding gray card for every two students.
- Cut each copy into twelve cards.

Procedure

1. Give each student a card at random. Have students look at the card and read the sentence on their card.
2. Explain that students are going to walk around the classroom. They will match a card with a job name to a card with the place of employment. Tell students not to show their cards to anyone. They will have 15 minutes for the activity.
3. Students with the job cards will ask *Where do you work?* Students with the place cards will ask *What do you do?*
4. Write the following questions on the board:
Where do you work?
What do you do?
5. Practice reading the questions with students. Have all students with the white cards practice saying *Where do you work?* Have all students with the gray cards practice saying *What do you do?*
6. Write the following answers on the board:
I work at a drugstore.
I'm a cashier.

7. Explain to students that the sentences on the board make a match because the job name and place of employment go together.
8. Circulate during the activity to make sure students are not showing anyone their cards. Help students to ask questions and find their partners as needed.
9. When students find their match, have them sit down next to each other.
10. When all students have found their match, have them practice the questions and responses.

Variation

Cut up the Activity Master for a pair of students or a small group. Have students work together to match the job names and places of employment.

Matching: *What do you do?*

Job	Place
I'm a cashier.	I work at a drugstore.
I'm a doctor.	I work at a hospital.
I'm a factory worker.	I work at a factory.
I'm a cook.	I work at a restaurant.
I'm an office assistant.	I work at an office.
I'm a security guard.	I work at a bank.

Interview: *Applying for a Job*

Grouping	Pairs
Target Language	job skills, question formation with <i>can</i> , answers with <i>can/can't</i>
Materials	Activity Master 57
Class Time	30 minutes

Teacher Preparation

Copy Activity Master 57, one for each student.

Procedure

1. Put students in cross-ability pairs. Give a copy of Activity Master 57 to each student.
2. Explain that students are going to interview their partners, asking what job skills they have.
3. Write the following question and answers on the board:

Can you use a computer?

Yes, I can.

No, I can't.

Explain that Student B needs to answer the question with true information about his or her job skills. Student A will simply circle the answer that Student B reads.

4. Have students look at the paper and follow along as you play the part of Student A. Walk around the classroom and stop at the desk of an above-level student. Ask him/her to play the part of Student B. Then model the conversation:

A: *Can you use a computer?*

B: *Yes, I can.*

or

A: *No, I can't.*

B: [Circle the answer on the board that Student B says.]

5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of a pre-level student. Ask him/her to play the part of Student B. Ask the student the same question, and give additional support as needed.
6. Explain that after Student B answers all of the questions Student A asks, they will reverse roles. Student A will now answer the questions and Student B will ask the questions.
7. Circulate during the activity to help students ask and answer the questions. Make sure they are circling the correct answers.

Multilevel Options

Pre-level: During the activity, have pre-level students refer to the model conversation on the board for support.

Above-level: Challenge above-level students to produce an answer without looking at the second column.

Extension

Have students create additional questions using other job skills. Students could also write true sentences about their own job skills.

Interview: *Applying for a Job*

Can you...	Answer	
1. use a computer?	Yes, I can.	No, I can't.
2. speak two languages?	Yes, I can.	No, I can't.
3. use office machines?	Yes, I can.	No, I can't.
4. fix cars?	Yes, I can.	No, I can't.
5. help customers?	Yes, I can.	No, I can't.
6. build houses?	Yes, I can.	No, I can't.
7. wait on tables?	Yes, I can.	No, I can't.

Role Play: *I'd like to apply for a job.*

Grouping	Pairs
Target Language	Job information, job ads
Materials	Activity Master 58
Class Time	20 minutes

Teacher Preparation

- Copy Activity Master 58, for each pair.
- Cut the copy into eight cards—one set of four Job Ads cards and one set of four Job Needs cards. Clip each set of cards together.

Procedure

1. Put students in cross-ability pairs. Give each pair a set of cards. Have Student A place the Job Ads cards face up in front of him/her. Student B takes a Job Needs card and reads it.
2. Explain that students are going to role play interviewing for a job. Student A, the interviewer, will ask questions about Student B's job skills to see if he/she can match a job for him/her.
3. Model an example for the students. Choose a Job Needs card, for example, for the waiter or waitress. Play the role of Student A. Choose an above-level student to play the role of Student B.
4. Write on the board:

You want a full-time job.

You want a waiter/waitress job.

You have experience.

You can work weekends.

5. Elicit from the students the questions that an interviewer might ask, for example,

Can you work full-time?

Do you have experience?

Can you work weekends?

6. Have Student B respond to the questions based on the Job Needs written on the board.
7. Have students continue the activity with their partner. Have Student B choose another Job Needs card.
8. Circulate during the activity to help students with questions.
9. When Student B has used all of the Job Needs cards, have students reverse the roles and do the activity again.

Multilevel Options

Pre-level: Have pairs of pre-level students work with just one matching set at a time. Have them write out the questions before doing the role play.

Variation

Have students work in small groups to match the jobs and ads.

Role Play: *I'd like to apply for a job.*

Job Ads	Job Needs
<p>Waitress/Waiter Needed</p> <p>Full-time</p> <p>7–3</p> <p>wknds</p> <p>Exp. req.</p> <p>Call for interview: 555-7900.</p>	<p>You need a full-time job. You can work on weekends. You can wait on tables. You have experience as a waitress/waiter.</p>
<p>Cashier Needed</p> <p>PT evenings</p> <p>M–F</p> <p>Call Bob at 555-8765.</p>	<p>You want a job in the evening. You want a cashier job. You don't have experience.</p>
<p>Help Wanted</p> <p>Doria Transportation</p> <p>Bus Driver</p> <p>6 A.M.–3 P.M.</p> <p>M–F</p> <p>Call Nick at 555-7632.</p>	<p>You have experience as a bus driver. You need a full-time job. You can't work weekends.</p>
<p>Cook</p> <p>Main Street Diner</p> <p>PT wknds</p> <p>3–11 P.M.</p> <p>Exp. req.</p> <p>Apply in person.</p>	<p>You have experience as a cook. You want to work part time. You can work weekends.</p>

Picture-based Story: *What are Your job skills?*

Grouping	Pairs and then whole class
Target Language	Job skills
Materials	Activity Master 59
Class Time	25 minutes

Teacher Preparation

Copy Activity Master 59, one for each student.

Procedure

1. Give a copy of Activity Master 59 to each student.
2. Explain that students are going to write a story about the people in the pictures.
3. Make sure students understand the scenes: An Asian woman is interviewing two different people for a cashier job. The man's job skills are fixing cars and speaking two languages. The woman's job skills are using a cash register and helping customers.
4. Ask the following questions to get students to talk about the pictures.

What job does the man want? (to elicit He wants to be a cashier.) What job does the woman want? (to elicit She wants to be a cashier.) What are the man's job skills? (to elicit He can fix cars and speak two languages.) What are the woman's job skills? (to elicit She can use a cash register and help customers.) Who is better for the job? (to elicit The woman) Why? (to elicit Her job skills better match the job.)

5. Put students in cross-ability pairs to answer the questions on the Activity Master.
6. Have students report their ideas to the class. Encourage them to refer to job skills.
7. Copy the students' ideas and write them on the board in grammatically correct sentences.

Multilevel Options

Pre-level: Have students copy the story on the board and write it in their notebooks.

Above-level: Have students work with a partner to write a story about interviewing for a different job.

Variation

Write the sentences on an overhead projector transparency in order to photocopy them for the following class and have students reread the text in pairs.

Picture-based Story: What Are Your Job Skills?

- What job does he want?
- What job skills does he have?



- What job does she want?
- What job skills does she have?

Look at the pictures. Answer the questions. Who should get the job?

Board Game: *Job Skills*

Grouping	Groups of four
Target Language	Yes/No and Wh- questions with <i>be</i> , <i>yes/no</i> questions with simple present, job skills and job ad information
Materials	Activity Master 60, a coin, two markers for each group
Class Time	35 minutes

Teacher Preparation

Copy Activity Master 60, one for every four students.

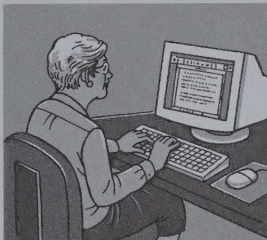
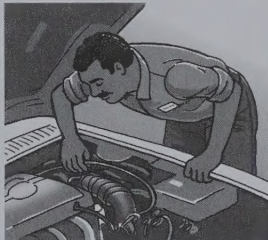


Procedure

- Put students in cross-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of four a copy of Activity Master 60, a coin, and two markers.
- Explain that students are going to play a board game. Here are the rules:
 - Pair 1 flips a coin to move. Heads means the team moves its marker ahead two squares; tails means the team moves its marker ahead one square.
 - Pair 1 moves the marker to a square. Student A reads the question aloud. Student B answers the question. Pair 2 listens to make sure Pair 1’s answer is correct.
 - If Pair 1’s answer is correct, Pair 2 takes a turn.
 - If Pair 1’s answer is incorrect, Pair 1 moves the marker back one square and Pair 2 takes a turn.
 - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
 - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students’ answers are correct.

Answer Key

- 2. build houses
- 6. take care of patients
- 8. in a school
- 10. fix cars
- 11. use a cash register

Board Game: *Job Skills*

<div>START</div> <div>FINISH</div>	<div>1</div> <p>Can you use a computer?</p> <p>→</p>	<div>2</div> <p>Mike is a construction worker. What job skill does he need?</p> <p>→</p>	<div>3</div> <p>Can you fix cars?</p> <p>↓</p>
<div>11</div> <p>Asha is a cashier. What job skill does she need?</p> <p>↑</p>			<div>4</div> <p>Do you work full time?</p> <p>↓</p>
<div>10</div> <p>Katrina is a mechanic. What job skill does she need?</p> <p>↑</p>			<div>5</div> <p>Can you speak three languages?</p> <p>↓</p>
<div>9</div> <p>Can you drive a truck?</p> <p>↑</p>	<div>8</div> <p>Ana is a teacher's assistant. Where does she work?</p> <p>←</p>	<div>7</div> <p>Can you use a cash register?</p> <p>←</p>	<div>6</div> <p>Gino is a nurse. What job skill does he need?</p> <p>←</p>

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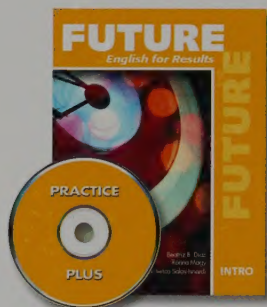
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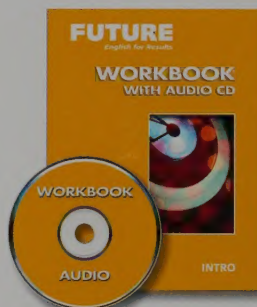
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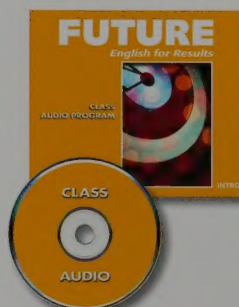
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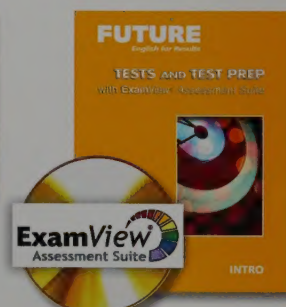
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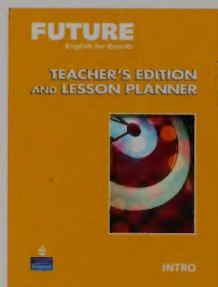
Audio Program



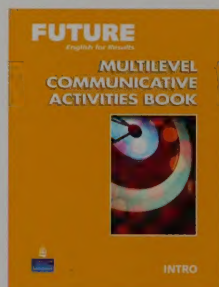
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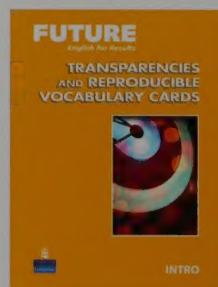
Teacher Support



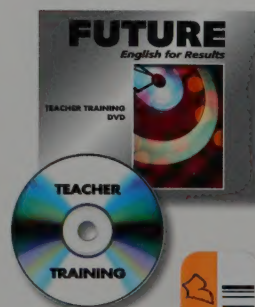
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